DOCUMENT RESUME

ED 104 992 UD 014 980

AUTHOR	Lydiard, Beverly W., Ed.; Miller, Natalie, Ed.
TITLE	Kaleidoscope 13. A Special Issue: What to Do About 622.
INSTITUTION	Massachusetts State Dept. of Education, Boston. Bureau of Curriculum Services.
PUB DATE	75
NOTE	83p.
AVAILABLE FROM	Kaleidoscope, Bureau of Curriculum Services, 182 Tremont Street, Boston, Massachusetts 02111 ($3.85)
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	Athletics; Bilingual Education; Coeducation; *Curriculum Development; *Equal Education; Ethnic Studies; Home Economics; Industrial Arts; *Minority Group Children; Physical Education; Racial Discrimination; Staff Improvement; *Womens Education
IDENTIFIERS	*Massachusetts

ABSTRACT

This document is devoted to helping teachers and administrators develop programs that creatively interpret Chapter 622, the Massachusetts State law that prohibits discrimination in the schools on the basis of sex, race, religion, color, or national origin. The majority of the programs identified focus on ways of expanding opportunities for students in areas that were either formerly closed to them or limited for them because of their sex. School systems scattered throughout the state have responded to the demands of the equal educational opportunity law by designing new coed programs which concentrate on developing practical skills for working in the home as well as on the job. "Kaleidoscope 13" has been distributed to superintendents and principals of all Massachusetts public and nonpublic schools (preschool through grade 12), education schools of all colleges and universities in the Commonwealth, local presidents of the Massachusetts Teachers Association and the Massachusetts Federation of Teacher, school committee chairmen, education editors of the mass media, local education chairmen of the League of Women Voters (in Massachusetts), all other state Departments of Education in the U.S. and Elementary Secondary Education Act Title III coordinators nationwide. (Author/JM)

ED104992

kaleidoscope 13

A Special Issue:

What to Do About 622

Edited by

Beverly W. Lydiard

with

Natalie Miller

State Coordinator for Chapter 622

Commonwealth of Massachusetts

Department of Education

Bureau of Equal Educational Opportunity, Office of the Commissioner

and

Bureau of Curriculum Services, Division of Curriculum and Instruction

UD014980

Publication of this Document Approved by Alfred C. Holland, State Purchasing Agent.

15M-12-74-109321 Est. Cost $.385

I feel that if the law says that there should be equal opportunities then there should be. You should not judge people by their sex because they're people. When people are born, girls are given dolls and boys are given train sets and sports equipment. They should be taught that they can be what they want to be.

Gussy Rodrigues

(Rosemary Trowbridge, a fifth-sixth grade teacher at the Marshall Spring School in Watertown, received a Title II Special Purpose Grant from the Department's Bureau of Library Extension which enabled her class to study the contributions of women in the past and present and to explore career choices without regard to sex-based stereotypes. The class also discussed Chapter 622 and its effect on school children in Massachusetts. Gussy Rodrigues' composition was written as an outgrowth of this unit.)

Introduction

We've called Kaleidoscope 13 "What To Do About 622" because it is devoted to helping teachers and administrators develop programs that creatively interpret Chapter 622, the state law that prohibits discrimination in the schools on the basis of sex, race, religion, color and national origin.

The majority of the programs identified focus on ways of expanding opportunities for students in areas that were either formerly closed to them or limited for them because of their sex.

Under the law it is illegal to offer homemaking classes exclusively to girls or to restrict shop classes to boys. School systems scattered throughout the state have responded to the demands of the equal educational opportunity law by designing new coed programs which concentrate on developing practical skills for working in the home as well as on the job.

In the areas of physical education and athletics, available activities for females are generally fewer in number and variety, receive less funding, and suffer from lack of facilities, equipment and school support. However, the trend is changing and additional programs have been generated which provide for more coed physical education classes and an increased opportunity for girls to develop physical dexterity.

Responding to the impetus of Chapter 622, new career programs have emerged which attempt to offer male and female students a broad variety of career options. No longer is it acceptable to channel youngsters into programs which limit them to sex stereotyped career choices. The days when only females will be expected to choose nursing or only males expected to choose auto mechanics are over.

While a large number of educators generously responded to our request for programs which emphasize equalization of opportunities for boys and girls, a significant response was received from educators who had developed programs geared to increasing understanding between different ethnic and racial groups. Certainly, learning to understand and appreciate persons of diverse colors, beliefs and ethnic origins will contribute significantly to the elimination of discrimination in our society.

The addition of bilingual programs in this issue suggests ways in which school systems can best relate to the national origin concerns raised by Chapter 622.

We hope that the programs and ideas we have offered in Kaleidoscope 13 will help transform Chapter 622 from a legal requirement to an educational reality.

In the words of Gussy Rodrigues, "I feel that if the law says that there should be equal opportunities then there should be."

Natalie Miller
State Coordinator for Chapter 622

How to Use KALEIDOSCOPE

Get in touch with the Information Contact, if you feel a particular program has merit, or if you wish to visit a school or a classroom. These people are happy to share their experiences and welcome visitors. At the back of this magazine are a City, Town and Region Index (page 71) and a Grade Level Index (page 72). Cross indexes may be found with each section in the Table of Contents.

If you wish to submit an article for a future issue of KALEIDOSCOPE, please use the Lead Report Form on page 75. (We accept articles from Massachusetts only.) You may add your name to our mailing list by filling out the form on page 73 and returning it to us. There is no charge for this publication.

Distribution

KALEIDOSCOPE 13 has been distributed to superintendents and principals of all Massachusetts public and non-public schools (pre-school through grade 12), education schools of all colleges and universities in the Commonwealth, local presidents of the Massachusetts Teachers Association and the Massachusetts Federation of Teachers, school committee chairmen, education editors of the mass media, local education chairmen of the League of Women Voters (in Massachusetts), all other state Departments of Education in the United States and E.S.E.A. Title III coordinators nationwide. Total circulation is 15,000.

Acknowledgements

COVER PHOTOS: Judith Dortz, Charles Kolak and Phil Heiler. COVER DESIGN: Hope Heister and Sally Dolgin, Bureau of Educational Information Services. LAYOUT AND MECHANICALS: Hope Heister and Sylvia Losh. VARITYPING: Sylvia Losh. PROOFREADING: Beverly Lydiard

PHOTOS AND ARTWORK (where known): Judith Dortz *ii*, *iii*, 14, 19, 27, 30, 35, 37; Karen Shashoua, Brookline High School '74 (member of the Attitudes Subcommittee of the Brookline Sex-Role Stereotyping Committee) 1, 2, 11, 43, 45; School for Creative Learning 4; Warren School, Ashland 5, 10; Sandra Posniak 7; Susan Jackson 8, 13, 18, 25, 32, 42, 51; Louise E. Piper 15, 16; Matthew M. Delaney III 20, 21, 23; Hope Heister 22, 34. 57, 3; Allan Leitman 24; Barry Newman, senior at Doherty High School, Worcester 28; Elizabeth Cahoon 29; Charles Blake (Greenfield Recorder-Gazette) 36; Lee Trask, senior at Whittier Regional Vocational Technical High School 39, Mel Roth 40; Boston University Photo Service 46; Mercury Studios, Hampden 49, 50; Phil Preston (The Boston Globe) 53; Ware High School 58; Charles Kolak 60, 61, 52; Yolanda Ulloa 63; Rev. Remy Dabkowski 65; Ross Simons 66, 67.

TYPING: Rosalie Crosby, Girl Friday Associates. DISTRIBUTION: Sylvia Katler.

Table of Contents

I. STEREOTYPES AND SEX ROLES

1. Project Person, *North Reading* 1
2. Adult Role Models for Girls and Boys, *Lexington* 2
3. Women's Changing Role in the U.S., *Boston* 3
4. Exploring Human Nature, *Watertown* 3
5. Promoting Positive Attitudes, *Sharon* 4

See also: 41, 43, 44, 45, 46, 49, 52, 58, 60, 61, 62, 63, 66, 68

II. PHYSICAL EDUCATION AND ATHLETICS

Elementary Schools

6. Action Play for All, *Ashland* 5
7. Physical Education and Intramurals, *Braintree* 5
8. Coed Skill Testing, *Boston* 6
9. After School Sports, *Tewksbury* 6
10. Project Adventure, *South Hadley* 7
11. Intramurals, *Groveland* 7
12. Girls' Gymnastic Team, *Becket* 7

Junior High-Middle Schools

13. Foundations in Gymnastics, *Framingham* 9
14. Interscholastic and Intramural Sports for Girls, *Revere* 9
15. Team Taught Coed Physical Education, *Brockton* 9
16. Intramural Athletics for Girls, *Natick* 11
17. Interscholastic Athletic Program for Ninth Grade Girls, *Needham* 11

Senior High Schools

18. Expanded Opportunities for Girls in Athletics, *Brookline* 12
19. Gymnastics/Soccer Club, *Marblehead* 12
20. Girls' Sports, *Rockland* 12
21. 14 Interscholastic Sports for Girls, *Newton* 13
22. Expanded Female Coaching Staff, *Foxboro* 13
23. Girls' Basketball at Night, *Ware* 14
24. Varsity Girls' Cross Country, *Lunenburg* 14
25. More Athletics for Girls, *Barnstable* 14

See also: 62 and 63

III. HOME ECONOMICS - INDUSTRIAL ARTS

Elementary-Junior High-Middle Schools

26. Sloyd Program, *Acton* 15
27. Mini-Courses, *Boston* 16
28. Unified Arts Program, *Needham* 16
29. Human Development, *West Newton* 17
30. Coed Home Economics, *Boston* 18
31. Homemaking, *Revere* 18
32. Industrial Arts and Home Economics for Boys and Girls, *Ashland* 19
33. Introduction to Home Economics and Industrial Arts, *Lexington* 20
34. Consumer Homemaking-Industrial Arts, *Brockton* 21
35. Integrated Home Economics and Industrial Arts, *Natick* 22
36. Coeducational Integrated Arts, *Westford* 22

Senior High Schools

37. Survival for Singles, *Silver Lake RSD* 23
38. Child Development and Gourmet Cooking, *Mt. Greylock RSD* 24

See also: 5, 39, 42, 44, 50, 59, 60, 62, 95

IV. CAREER EDUCATION

Elementary-Junior High-Middle Schools

39. Career Education Through Use of Community Resources, *Ashland* 25
40. Career Education in Second Grade, *Hanover* 25
41. Career Awareness--Choices and Challenges, *Osterville* 26
42. Resource Center Provides Career Education and Lots More, *Worcester* 27
43. Career Development for Sixth Graders, *Andover* 29
44. The World of Work, *Attleboro* 30
45. Career Education, *Revere* 30
46. Implementing Career Education, K-8, *Lancaster* 31
47. Project Outreach, *Swampscott* 31
48. A Survey Course in Food Service, *Peabody* 32
49. Project D.I.G. (Defining Interests and Goals), *Westport* 32
50. Career Opportunities Program, *Ashland* 33
51. Geriatric Experience, *West Newton* 33

Senior High Schools

52. Career Education for the Ninth Grade Student, *Lynn* 34
53. Project Enterprise, *Marshfield* 34
54. Child Care and Guidance, *Milton* 35
55. House Carpentry Elementary Interns, *Greenfield* 36
56. Graphic Arts and Communication, *North Middlesex RSD* 36
57. Cabinetmaking-Millwork-House Carpentry, *Silver Lake RSD* 37
58. The Human Element, *Shawsheen Valley Vocational Technical RSD* 38
59. Integration of Boys and Girls in Shop Programs, *Whittier Regional Vocational Technical RSD* 39

K-12 Program

60. Career Education, *Milford* 40

See also: 2, 26, 32, 34, 38, 61, 62, 63, 88, 94

V. STAFF DEVELOPMENT

61. S.O.S. (Stereotyping of the Sexes), *Arlington* 42
62. Equal Opportunity Committee, *Worcester* 43
63. Sex-Role Stereotyping Committee, *Brookline* 44

See also: 34, 60, 64, 93

VI. COLLEGE PROGRAMS FOR TEACHERS

64. Women's Leadership and Family of Man, *Boston University* 46
65. Literature for Children, *Garland Junior College* 47
66. Images of Women and Sexism in Education, *Lesley College* 47
67. Urban Arts Project, *Massachusetts College of Art* 48
68. Education in the American Culture, *Merrimack College* 49
69. Understanding the Student's Socio-Cultural Environment, *Nichols College* 49
70. Ethnic and Cultural Aspects of Teaching, *Springfield College* 49
71. Training for Work with Minority Groups, *Stonehill College* 50

VII. ETHNIC STUDIES

Elementary Schools

72. Exploding the Myths of Prejudice, *Wrentham* 51
73. Cultural Contributions of Ethnic Groups, *Newton* 51
74. U.S.: A Nation of Immigrants, *Osterville* 52
75. Brotherhood Programs, *Brookline and Boston* 52
76. Human Awareness Project, *Newtonville* 53
77. We Too Helped Build America, *Randolph* 54
78. Culture and Identity, *Newton* 54
79. Project Awareness, *Abington* 55

Secondary Schools

80. Our First Americans, *East Bridgewater* 56
81. Minorities in America, *Duxbury* 57
82. American Heritage, *Ware* 58
83. Black Studies Program, *Great Barrington* 58
84. Ethnic Group Project, *Dracut* 59
85. People's Struggles in America, *Boston* 59

See also: 4, 5, 42, 64, 65, 67, 68, 70, 71, 93

VIII. BILINGUAL PROGRAMS

86. Involved in Story Books, *Springfield* 61
87. Kindergarten Bilingual Education, *Worcester* 61
88. Career Information for Spanish-Speaking Students, *Boston* 62
89. Integration and the Bilingual Programs, *Springfield* 63
90. Open Education in a Bilingual Classroom, *Holyoke* 63
91. Portuguese Bilingual Program for Kindergarten Students, *Taunton* 64
92. Unlocking the English Language and American Culture, *Chicopee* 64
93. Bilingual Program Serving Five Language Groups, *Cambridge* 65
94. Bilingual Vocational Programs, *Boston* 66
95. Consumer Education for Spanish Speaking Students, *Springfield* 67

See also: 70

IX. RESOURCES

Books and Films 68
Filmstrips and Magazine Articles 69
Bibliographies, Publications and Other Resources 70

See also: 3, 5, 41, 43, 44, 45, 46, 47, 52, 63, 64, 65, 66, 72, 77, 79, 81, 85, 93

City, Town and Region Index 71
Grade Level Index 72
How to Get on Kaleidoscope's Mailing List 73
Kaleidoscope Lead Report Form 75

'We hold these truths to be self-evident:
that all men and women are created equal;
that they are endowed by their Creator
with certain inalienable rights;
that among these are life, liberty,
and the pursuit of happiness; . . . '

Seneca Falls Declaration — 1848

'No child may be excluded from any school
nor prohibited or discouraged
from participating in any course, activity,
or resource available in such school
on account of race, sex, color,
national origin or religion.'

Chapter 622 of the Acts of 1971
Commonwealth of Massachusetts

Our Part and Your Part

The articles which follow are an exciting kaleidoscope of voluntary efforts to extend the meaning of "equal educational opportunity" in Massachusetts.

Despite these hopeful signs, thousands of children continue to be denied some benefit of publicly-supported education provided to other children in the same districts because of their race, or sex, or national origin.

Denial of opportunities or benefits may take a subtle form or an obvious one. When subtle, it may yield only to a patient examination of school procedures and staff attitudes by those involved, with outside help.

The major role in this process of consciousness-raising and examination of educational practices lies with the Chapter 622 Regional Advisory Subcommittee in each of the six regions of the Commonwealth, with support from our staff and Regional Office staff.

There are more obvious forms of denial of opportunities and benefits, and these situations will remain primarily the responsibility of this Bureau, in cooperation with other Department staff. It is our goal to bring no unsubstantiated charges, to seek voluntary compliance with the requirements of the law before moving to enforcement, to keep our rhetoric under close control, but to make no compromises over the rights of children.

When Chapter 622 was enacted, some predicted a plethora of frivolous complaints, and widespread resistance to compliance. Experience has disproved these fears. The complaints which we receive each week are serious and thoughtful, motivated by a desire for justice and a determination to receive particular educational opportunities. The response of school systems and individual administrators has, in general, been equally serious, motivated by a sincere concern to comply with the law and to provide equal opportunity.

The main responsibility for achieving equal educational opportunity --indeed for continuing to explore what it means--rests with you who read this Kaleidoscope, you who are concerned with schools and with what happens to students in schools and because of schools.

Charles Glenn, Director
Bureau of Equal Educational Opportunity

For more information contact:

Statewide -	Natalie Miller (617) 727-5880
Boston Region -	Albie Davis (617) 547-7472
Northeast Region -	Pat Austin (617) 687-3351
Pittsfield Region -	Don Geer (413) 499-0745
Southeast Region -	Thomas Deechan (617) 947-3240
Springfield Region -	DeLois Swan (413) 734-2167
Worcester Region -	Pat Brown (617) 835-6267

I. STEREOTYPES AND SEX ROLES

"Is there a boy here who knows how to run this thing?"

1. Project Person

NORTH READING HIGH SCHOOL, Park St., North Reading 01864
Superintendent: Francis X. O'Donoghue
Reported by: Betty Allen and Karen Condon
Information Contacts: Betty Allen and Karen Condon, Teachers, 617-664-3156
Administrative Contact: Arthur Kenney, Principal, 617-664-3156
Program began: January 1973
People involved: 2-3 staff, 60 students per semester

The program began with a single course called The Politics of Male/Female Relationships, a sociological and anthropological study of such topics as historical and biological aspects of sex roles, socialization, the job market, and present and future trends of male and female relations. This course was started under the auspices of the Social Science department, and a total of 130 students took the course during the first year and a half that it was offered.

From this it became apparent that there was a need to offer more courses in the field of sex-linked roles and relations. Two additional courses were designed dealing with the Images of Men and Women in Literature and the other in Film. The set of three courses was entitled Project Person, and a Title II Special Purposes Library Resource Grant of $2500 was received which made it possible to offer these courses.

During the summer of 1974 course guides were written and materials were ordered. We are now offering two full courses of one semester each (the Politics of Male/Female Relationships and The Images of Women and Men in Literature and Film) plus an extended unit on Male and Female Roles in Film in a Media and Society course.

Goals of the project are to encourage high school students to see women in history and literature not as secondary figures, but as important and often neglected contributors to cultural and world history; to re-evaluate the myths and stereotypes created by and recorded in films, TV, radio and advertising; and to examine the relationship between men and women, especially between adolescents in our society to help them better understand, express and deal with their feelings about what it means to be a man or a woman.

The three courses which became fully implemented in January 1975 utilize discussion groups, lectures, films, projects, independent reading, simulations and directed study. Hopefully, such courses will provide a model for the collection and use of material about women for high school age students who now are educated in schools which emphasize only one-half of our society and culture.

An evaluation has not yet been made of the two new courses, however we do have written student evaluations of the course, The Politics of Male/Female Relationships, which may be requested from the Principal.

2. Adult Role Models for Girls and Boys

MUNROE SCHOOL, 1403 Massachusetts Ave., Lexington 02173
Superintendent: Rudolph J. Fobert
Reported by: Georgia Glick, Parent
Information Contact: Paul Lombard, Principal, 617-862-7500, x233 or 234
Program began: 1974
People involved: 8 staff, 190 students

The program developed out of recognized need for children to observe adults, particularly women, in non-stereotyped roles. For instance, formerly, some teachers had developed the plan of inviting mothers to help in class when the children did a special cooking project. While the occasion was enjoyable, in terms of role models, all that was being accomplished was to confirm what every child knows: mother cooks. What is a young girl (or boy for that matter) to think about the options for adult women? We realized that, in fact, many mothers and fathers of our school children perform many skills, both professional and non-professional.

It happened that already we had in our school the beginnings of a resource file listing parents who would be willing to visit school to talk about and demonstrate some skill. Therefore, it occurred to us that teachers could be encouraged by the principal to make use of this file not only as they might formerly when they needed resource people, but in addition as a means to expose children to a variety of examples of adult, particularly female, role models.

While no adult is discouraged from listing a stereotyped role, it is explained that a major concern is to demonstrate <u>non</u>-stereotyped roles. For instance, a woman might show her skill in cabinet work or a man might show his skill in specialty cooking. The information is recorded on file cards, and filed alphabetically by interest. The file box is kept in the principal's office, where it is accessible to all teachers.

The visit itself should be short, warm and informal, not unlike visits on "Misterogers' Neighborhood" television program. In fact, parents are advised to watch some of his programs in order to gain ideas for an appropriate model. Their visits usually last 15-20 minutes, with a few demonstrations on use of tools, or products made. Parents are urged not to overwhelm children with expertise, but rather to show a few techniques and then to encourage both boys and girls to participate, e.g., look through a microscope, listen to a heartbeat, use a leather tool, etc. Of course children are encouraged to ask questions. The parent also explains whether both men and women could (physically) perform this job. The purpose is to provide an informal and comfortable experience with an adult who has a skill in order to demonstrate options available to men and women.

A larger evening program is also planned which will allow many parents to set up booths where they can demonstrate and talk informally about their various roles.

13

"I am requesting the use of the school playground so that we can help the little boys learn some sports."

3. Women's Changing Role In the U. S.

MARY E. CURLEY JUNIOR HIGH SCHOOL, 493 Centre St., Jamaica Plain, Boston 02130
Superintendent: William Leary
Reported by: Marilyn Hyder
Information Contact: Marilyn Hyder, Teacher, 617-524-2020
Administrative Contact: I. Michael Sallen, Vice-Principal, 617-524-2020
Program began: 1974
People involved: 1 staff, 120 students

This unit is part of a mini-course on Reform in the U.S. I precede it with a history of the labor movement, and naturally, the importance of women in it. Posters and readings on women are displayed and used in class along with a teaching unit on women which I feel is excellent -- Women in Today's World by Alexandra McGhee, published by J. Weston Walch. It traces the women's movement from labor and anti-slavery and temperance to N.O.W. and women's lib.

Quotes, pro and con, on women from Pythagoras to the Pussy Cats are included plus an excellent questionnaire on attitudes on basic women's issues from equal pay to who stays home with the kids. This has engendered some lively discussions in the class.

The unit starts with roles, then covers women in the early reform movements in the U.S. Students are surprised to learn that many reformers came out of the Quaker religion and that many women like Susan B. Anthony and Amelia Earhart could have married. The myth of the old maid is explored, and the suffragettes, Rosie the Riveter and women's lib are also discussed.

Many other issues relating to women are discussed pro and con, and I feel the students are exposed to a positive, less stereotyped side of women's lib, and their consciousness levels are raised.

4. Exploring Human Nature

WATERTOWN HIGH SCHOOL, 51 Columbia St., Watertown 02172
Superintendent: Daniel G. O'Connor
Reported by: William J. Doran
Information Contacts: William J. Doran, Assistant Principal and Virginia Gray, Teacher, 617-924-8560
Program began: September 1973
People involved: 1 staff, 30 students

Exploring Human Nature brings together the perspectives, the conceptual tools, the methodologies and the current knowledge of the biological and social sciences in helping students better understand themselves, their relationships with others, and with their society. Throughout the course students will perceive that human behavior follows patterns that can be analyzed and understood, and students can develop a greater sensitivity to and appreciation of/for human diversity.

Through case studies, simulations, experiments and opportunities for field research (structured observations and interviews, etc.) and in approximately three hours of films, students compare and contrast their own behavior with those of individuals and animals in other species and of people in other cultures.

Key issues such as the interplay of male/female differences and male/female roles, the individual within the family and within the larger society, and changes in behavior patterns throughout the life cycle emerge in each of the units that are studied.

5. Promoting Positive Attitudes

SCHOOL FOR CREATIVE LEARNING, 34 East Foxboro St., Sharon 02067
Reported by: Jean Scales
Information Contact: Jean Scales, Director, 617-784-5722
Program began: 1972
People involved: 5 staff, 45 students, plus volunteers

The parents, faculty and administration of the School for Creative Learning are acutely aware of the need to help children develop open, positive attitudes toward themselves and other people, especially in regard to diverse ethnic origins and their own gender. This awareness is reflected in the literature selected for the children and in the projects undertaken by them.

A list of children's stories which foster non-sexist attitudes has been compiled and is used as a reference for purchase, including:

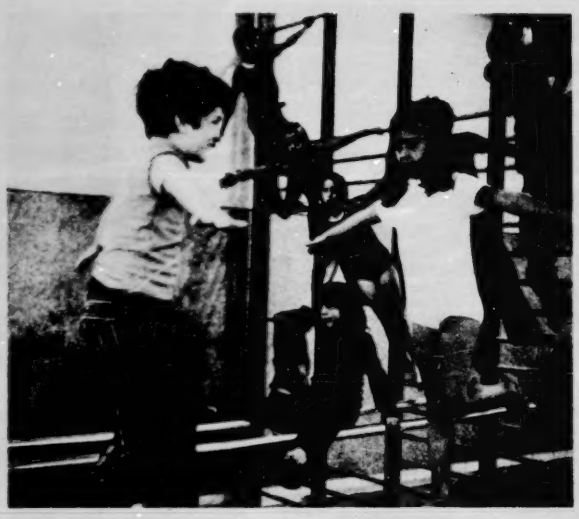
Aldis, Dorothy, "Nothing is Impossible: The Story of Beatrix Potter"
Babbitt, Natalie, "Phoebe's Revolt"
Brownmiller, Susan, "Shirley Chisholm: A Biography"
Cleaver, Vera and Bill, "Where the Lilies Bloom"
Danish, Barbara, "The Dragon"
Ets, Marie Hall, "Play With Me"
Heyn, Leah Lurie, "The Doctor"
Lindgren, Astrid, "Pippi Longstocking"
McClosky, Robert, "One Morning in Maine"
Perkins, Charlotte, "The Yellow Wallpaper"
Rich, Gibson, "Firegirl"
White, E. B., "Charlotte's Web"
Wilder, Laura Ingalls, "Little House in the Big Woods" (entire series)

Both boys and girls participate enthusiastically in activities such as woodworking, cooking and embroidery. A favorite embroidery activity is called "Decorate Your Jeans" and involves children of both sexes.

A valuable activity at the school for children between the ages of eight and eleven is called "The Magic Circle". It deals with heightening children's awareness of their own feelings and developing an understanding of other people's feelings, as well as examining sex roles. The children sit in a circle and focus on a particular concept such as friendship, things I like, things I hate, love, anger, crying, or whatever seems to be valuable to discuss at the time.

Each child around the circle has a chance to speak, or he may pass. As the children introduce and clarify their ideas, other children are usually stimulated to contribute, finally involving the entire group. For more information concerning this activity, write to: Human Development Training Institute, 7574 University Avenue, La Mesa, California 92041.

II. PHYSICAL EDUCATION AND ATHLETICS



ELEMENTARY SCHOOLS

6. Action Play for All

HENRY E. WARREN SCHOOL, Ashland 01721
Superintendent: Raymond Trabold
Reported by: Lucile Kerins, Physical Education Teacher
Information Contact: James Argir, Principal 617-881-3212
Program began: 1969
People involved: 1 staff, 450 students

Movement is the name of the game in physical education at Henry E. Warren (K-4). It doesn't make any difference if you are girl or boy in kindergarten or another classroom, you can excel and find enjoyment and success in exercise or game.

A varied program with the movement exploration approach offers a student the opportunity of working at his or her ability level. The choice is theirs from climbing ropes, mat activities or perhaps the balance beam.

Balls of all sizes and shapes challenge each student. A girl can toss and punt a football with the boys and a boy learns how to play field hockey. Students are encouraged to develop themselves into the very best physical condition possible with self-testing facilities always available. Improvement in running and timing takes place in group parachute play.

Those students who wish to discipline themselves in a more competitive situation may join the sports club or the tumbling gymnastics type club.

7. Physical Education and Intramurals

A. T. MORRISON SCHOOL, Mayflower Rd., Braintree 02184
Superintendent: Julian Demeo, Jr.
Reported by: Ray Willock
Information Contact: Ray Willock, Physical Education Instructor, 617-843-5923
Administrative Contact: Everett Johnson, Principal, 617-843-5923
Program began: September 1972
People involved: 1 instructor, 120-150 students

An intramural program was started on a voluntary basis for both boys and girls in grades four and five at the Morrison School. The instructor felt that such a program would have valuable carry-over from the regular physical education class in the areas of sports knowledge, skills, attitudes and school spirit.

For every activity available for boys there is one for girls. These include field hockey, gymnastics tumbling, soccer, basketball, floor hockey, coed square dance, track and field, cross-country, gymnastics apparatus and tumbling, coed softball, and jogging club. These programs continue throughout the school year for 45-60 minutes after school. (The instructor uses his free time between his teaching and coaching duties for this purpose.)

Girls (as do the boys) make up their own teams and submit them with a team name and captain. A schedule is then made and posted. Captains are responsible for assigning positions, equipment, and announcing games. All par-

ticipants' names are posted and team records are kept. At the end of the year, certificates are awarded for participation only. Boys and girls are reminded that the program is set up for the extra practice and for fun. No student is excluded because of ability and everyone must be permitted to play equally. Participation ranges from 30-60% of possible maximum for girls and 40-75% for boys. It is felt that these figures would be higher but there are conflicts with bus schedules and other youth programs.

Recess tournaments are also set up for grades 3-5 (boys and girls) and participation is close to 100%.

Fifth graders are eligible for a Physical Education Leaders Club of which an equal number of boys and girls are chosen to teach first and second graders games during their recess periods on a scheduled basis. They also conduct various projects throughout the year.

8. Coed Skill Testing

WILLIAM M. TROTTER SCHOOL, 135 Humboldt Ave., Roxbury, Boston 02128
Superintendent: William J. Leary
Reported by: Clara Dunn
Information Contact: Clara Dunn, Physical Education Teacher, 617-427-3180
Administrative Contact: Barbara Jackson, Principal, 617-427-3180
Program began: October 1974
People involved: 1 teacher, 1 student teacher, 2 volunteer parents, 10 student leaders and 500 students

Boys and girls work together in skill testing which is part of the regular gym program. The skill tests have been formulated to motivate children toward better physical fitness, help students evaluate themselves and measure their own improvement during the year, and to build self-esteem in pupils--especially those who do not do well academically but excel in body strength and agility.

The program is carried out by the gym teacher, assisted by two volunteer parents, one student teacher and ten student leaders. The children work in four groups and rotate to a different activity each time they come to gym class.

The check list consists of: (1) The Kraus Webber Test for minimal fitness (5 items); (2) Low parallel bars (walk forward, backward, crab walk, tilted walk, turn around, tipup, inchworm); (3) Horizontal bars (chin up 10 counts, climb and sit, leg hang); and (4) The climbing ropes (climb a plain rope, climb a knotted rope, skin the cat).

The children check themselves at the beginning of the year and again at the end of the year to see how they have improved. Classes are encouraged to work as a team to see which room can score highest.

9. After School Sports

SHAWSHEEN, DEWING, HEATHBROOK, and FOSTER SCHOOLS, Tewksbury 01876
Superintendent: John Wynn
Reported by: David Marcus
Information Contact: David Marcus, Heath Brook School, Shawsheen St., Tewksbury 01876, 617-851-9112
Administrative Contact: Edward Farley, Assistant Superintendent, Dewing School, Andover St., Tewksbury 01876, 617-851-7347
Program began: October 1, 1970
People involved: 8 staff and 300 students

The "After School Sports" program is an outgrowth of the regular physical education program which started five years ago. It was originally planned for boys but was expanded to include girls four years ago. It now runs on a once a week basis for boys and girls who can choose and compete in activities as they wish. These activities range from soccer, softball and basketball to gymnastics, bicycle safety and badminton.

Any fifth or sixth grader may participate, and the program is free. Competition is kept low-key to encourage participation from all ability levels. The program runs all year from October 1 until June 1. Girls make up half of the participants.

10. Project Adventure

MOSIER ELEMENTARY SCHOOL, Mosier St., South Hadley 01075
Superintendent: Gerald Hoar
Reported by: Robert Symington
Information Contact: Robert Symington, Elementary Physical Education Instructor, 413-536-2010
Administrative Contact: Richard Guerrera, Principal, 413-536-2010
Program began: September 1973
People involved: 4 staff and all fifth and sixth graders

Project Adventure utilizes physical activities with an environmental education program. Fifth and sixth grade girls and boys participate in outdoor activities involving physical education and environmental techniques. Past activities have been mountain climbing, downhill skiing, snowshoeing, hiking, cycling, kite flying and cross-country toboggan trips.

Our elementary physical education program is completely geared to coeducational activities, both on the competitive and non-competitive levels. On the competitive level, we have speedball, volleyball and track and field. On the non-competitive level, we have square and folk dance, jump rope, gymnastics, parachute activities, movement education and self-testing activities.

11. Intramurals

BAGNALL SCHOOL, School St., Groveland 01985
Superintendent: John Jakobek
Reported by: J. Gerald Bateman
Information Contact: J. Gerald Bateman, Physical Education Instructor, 617-372-8856
Program began: 1967
People involved: 2 staff, 130-160 students

The program began because of the high interest and enthusiasm that overflowed from the physical education classes. It is run after school, and usually each season runs from six to eight weeks. Participants are fifth and sixth graders, ages 10 to 13. Activities include flag football, basketball, floor hockey, softball for boys, coed volleyball, and field hockey, floor hockey, basketball and softball for girls.

Each intramural session includes anywhere from 130-160 participants. Occasionally, teams from other schools participate in the program, and faculty-student games conclude each season.

12. Girls' Gymnastic Team

BECKET SCHOOL, Maple St., Becket 01223
Superintendent: James Lewis (Central Berkshire Regional School District)
Reported by: Lorence E. Moore
Information Contact: Lorence E. Moore, Physical Education Specialist, 413-623-8757
Administrative Contact: Paul Pharmer, Principal, 413-623-8757
Program began: November 1972
People involved: 1 staff member, 15-20 students

This program was started for a two-fold purpose. First, it was initiated to fill the interest in gymnastics of the girls in Becket School and second, to help occupy the idle hours of the participants since the town is almost void of programs for the youth beyond Scouts.

In the fall of 1972, try-outs were held for the Becket School Girls' Gymnastic Team, approximately sixty girls attended, but due to time available, size of area to practice and limits of size of group to get the desired results only 15 were chosen. The team members are instructed in the areas of girls' floor exercise including dance and acrobatics. They also derive benefits of poise, good grooming habits, and increased self-confidence.

The team practices once a week for two hours, however, they are required to practice every day on their own. Each team member also must keep his or her grades at an acceptable level, show achievement from practice in the gymnastic areas, and keep a good attendance record.

The girls are required to compose an original floor exercise routine using music of their choice, and implementing dance and gymnastic moves they have learned and created on their own. The routines are displayed before their school at an assembly and again at a show for parents in May. They also perform in clinics and workshops in various schools and towns throughout Berkshire County.

Every fall new try-outs are held and "old" members must try out again. Originally started for elementary school girls from the towns of Becket and Washington grades 3-6, the team has now been expanded for girls in grades 1-8 with those "graduates" (7th and 8th graders) used as aides although they still are members of the team and have to meet all requirements.

All members are able to do front and back walkovers, with most being able to do splits and front and back limbres. The top members of the team can do series of backhand springs, aerial cartwheels, and back somersaults. Our youngest member of the team last year was a second grader who was doing front and back handsprings in her final routine.

JUNIOR HIGH – MIDDLE SCHOOLS

13. Foundations in Gymnastics

FARLEY MIDDLE SCHOOL, BROPHY ELEMENTARY SCHOOL and POTTER ROAD SCHOOL, Framingham 01701
Superintendent: Albert Benson
Reported by: Frederick Steeves, Co-Director
Information Contact: Frederick Steeves, Lincoln Elementary School, 617-872-2006
Administrative Contact: Frederick A. Janes, Director of Physical Education, Framingham Public Schools, Lawrence St., 617-872-0156
Program began: April, 1974
People involved: 7 staff, 140+ students

Several calls from parents of fourth and fifth grade youngsters (especially girls) regarding an interest in gymnastics precipitated the beginning of an afternoon program on a three day per week basis. Initially, the Brophy School was designated for the program, with two additional instructors in charge. However, due to the overwhelming response, two other schools were added to handle the numbers and districts were set up. Four other staff members were added.

Parents were responsible for transportation to and from the schools, as busing is abnormally expensive. The program ran from April until June 1, 1974, and it will be continued during the spring of 1975.

Activities incorporated basic gymnastics movement, stressing development of joint mobility, strength, agility, courage and poise. Heavy apparatus was used along with ropes, net, trampolines and mini-trampolines. Weekly competitions were held with the students executing a compulsory exercise. A different event was sponsored each week.

The final week, beginning June 3, a gym meet was held, and parents were invited to attend. Here, the students exhibited their optional routines and awards were presented at the conclusion.

About 25% of the participants in the program were boys.

14. Interscholastic and Intramural Sports for Girls

GARFIELD JUNIOR HIGH SCHOOL, Garfield Ave., Revere 02151
Superintendent: William Hill
Reported by: William Waxman
Information Contact: William Waxman, Principal, 617-289-9200
Program began: 1965
People involved: 2 staff, 115 students

The intramural program for girls includes field hockey, floor hockey, basketball, softball, bowling (coed) and soccer. An interscholastic program with other cities and towns in basketball and softball is also open to all seventh and eighth grade girls.

15. Team Taught Coed Physical Education

NORTH, SOUTH, EAST AND WEST JUNIOR HIGH SCHOOLS, Brockton 02401
Superintendent: Joseph E. Killory
Reported by: Natalie Miller, State Department of Education
Information Contact: James Lazour, Director of Physical Education, Brockton Public Schools, 50 Summer St., Brockton 02402, 617-588-7800, x343
Program began: September 1973
People involved: 8 staff, 4000 students

In the Brockton junior high schools, physical education is taught on a co-educational basis that utilizes a team teaching approach. Each team pairs a male gym teacher with a female gym teacher and serves to expose students to more than one style of teaching during one period. The program offered includes field hockey, flag football, speedball, gymnastics, basketball, volleyball, badminton, softball and track and field.

The classes are divided so that there are approximately an equal number of boys and girls involved. Team teachers conduct their teaching exercises to the integrated group.

The program began as a pilot study in 1973 at West Junior High School. The following year, as proof of its effec-

tiveness, it was implemented in the three other Brockton junior high schools.

Among the positive aspects of the program are that it has helped girls become more assertive and aggressive; while it has taught the boys more control and more discipline in their learning. This seems particularly apparent in the field hockey classes.

Because many of the boys come into these classes with playing habits developed through experiences with street hockey, it is necessary for them to concentrate their efforts on new skill formation and new game rules.

Through their shared activities, boys and girls are learning to improve communications with each other, as well as getting to know each other in an informal setting. Both teachers serve as role models for the students, and this can help break down preconceived ideas about activities that have traditionally involved only one sex.

Teachers seem to agree that the girls who are extremely good athletes benefit enormously from the program. Because of the additional challenge of having the opportunity to compete against boys, these girls are able to develop their abilities to a much higher skill level than they would have if their competition was restricted to other girls.

The majority of the teachers involved in the program feel that they benefit professionally from it because it is challenging and involves more teaching than a traditional program.

Editor's Note: A coed physical education program has been operating in Worcester high schools since September 1971. The person most proficient (man or woman) teaches each sport or activity to a mixed class. This program was written up on page 64 of Kaleidoscope 6 (Fall 1972). Further information about the program may be obtained from John O'Neil, Athletic Director, 20 Irving St., Worcester 01609, 617-798-2521, x 76 or 79.

16. Intramural Athletics for Girls

KENNEDY JUNIOR HIGH SCHOOL, 165 Mill St., St., Natick 01760
Superintendent: Winston Wetzel
Reported by: Diane L. Caplan
Information Contact: Diane L. Caplan, Physical Education Instructor, 617-653-0550, x260
Administrative Contact: Philip Lucier, Principal, 617-653-0550, x260
Program began: November 1970
People involved: 3 staff, 60 students

At Kennedy Junior High School intramurals for girls are offered throughout the school year. Starting with the fall season, there is field hockey, then gymnastics, volleyball, basketball and tennis. As an outgrowth of our intramural program, players are selected to represent the school in competitions with other local junior high schools. In the past, we have competed in field hockey, basketball, softball and tennis.

Our program is organized by the physical education instructor and implemented by other teachers in the school who are paid $3.50 per hour for their services.

"I thought maybe to raise money for your basketball uniforms you girls could put on a bake sale."

17. Interscholastic Athletic Program For Ninth Grade Girls

NEWMAN JUNIOR HIGH SCHOOL and POLLARD JUNIOR HIGH SCHOOL, Needham 02192
Superintendent: William Powers
Reported by: Helen V. Lewerenz and James P. Maloney
Information Contact: Helen V. Lewerenz, Coach, Newman Junior High, 617-444-4100, x217
Administrative Contact: James P. Maloney, Director of Physical Education and Athletics, 1330 Highland Ave., 617-444-4100 x286 or 294
Program began: September 1974
People involved: 2 staff, 30-40 students

Beginning in the fall of 1974, varsity sports (field hockey, soccer, basketball, and softball) are available for ninth grade girls in Needham's two junior high schools. The program resulted from a serious deep concern and effort by ninth grade girls and their parents. The Director of Physical Education and a committee of secondary school physical education teachers researched the program and proposed it to the school committee.

Surveys taken by the physical education staff in their classes indicated that the four sports chosen were the most popular ones with the girls. Future plans will propose the addition of swimming, track and field, and tennis.

The fall program at both junior high schools will consist of a soccer and a field hockey team, each to play six contests with schools outside of the community, with the total season being four weeks long. A comprehensive intramural program in each sport will precede the interscholastic season.

The winter program, also of four weeks' duration with six contests, will include girls' basketball, beginning in mid-January and preceded by an intramural program. Softball will be presented during a four-week period in May with six games scheduled for each school.

All equipment used is physical education equipment. Coaches are physical education teachers and academic teachers from each school. Practice runs from 3:00 to 4:30 p.m. each day during the season.

SENIOR HIGH SCHOOLS

18. Expanded Opportunities for Girls In Athletics

BROOKLINE PUBLIC SCHOOLS, 115 Greenough St., Brookline 02146
Superintendent: Robert I. Sperber
Reported by: J. Robert Eddy
Information Contact: J. Robert Eddy, Director of Physical Education, 617-734-1111
Program began: September 1974
People involved: 22 staff, 500 students

In a desire to expand opportunities for girls in athletics, Brookline High School has added the following programs for girls for the 1974-75 school year: Varsity Golf, Freshman Gymnastics Team, Freshman Basketball Team, Junior Varsity Tennis, Junior Varsity Track and Junior Varsity Swimming. (Establishment of a Girls' Cross Country Team was cancelled due to lack of interest.)

The total cost of adding the above programs included $4,000 in coaching salaries and $4,800 for transportation, officials, equipment, supplies and materials. An enrichment program has also been set up for both boys and girls which includes bicycling, bowling, horseback riding, scuba diving, skiing (cross-country and downhill) and mountain climbing. A sum of $2,400 has been budgeted to help cover the cost of transportation and fees for facilities. Faculty supervision of these activities is to be voluntary.

At the upper elementary grade levels, to provide for increased opportunities for girls, interscholastic athletic leagues for the eight schools in Brookline have been organized in soccer, basketball and softball. These programs augment those already in effect for girls; namely, gymnastics and track.

At the present time there are now more girls' programs of this type than there are boys' programs. These programs were added with small increased expenditures of funds for officiating, supervision and equipment.

In addition, the class programs in physical education for grades 10-12 are all coeducational. At the elementary grades K-3 have always been coed; this year many of the classes for grades 4-8 have also become coeducational at no additional financial outlay.

Gymnastics/Soccer Club

MARBLEHEAD HIGH SCHOOL, 217 Pleasant St., Marblehead 01945
Superintendent: Robert Filbin
Reported by: Jack Knight
Information Contacts: Robin Padden (Gymnastics) and Robert Roland (Soccer), 617-631-0910
Administrative Contact: Jack Knight, Athletic Director, 617-631-0910
Program Began: May 1974
People involved: 2 staff, 60 students

The interscholastic program in gymnastics for girls took five years to install and was finally approved with the help of the Chapter 622 legislation. Our girls' soccer program is now on a club basis with approximately 60 girls participating. We hope to go interscholastic soon. However, a real difficulty exists because so few schools have a girls' soccer program.

20. Girls' Sports

ROCKLAND HIGH SCHOOL, Goddard Ave., Rockland 02370
Superintendent: John W. Rogers
Reported by: David Walsh
Information Contact: David Walsh, Athletic Director, 617-871-0541
Administrative Contact: A. Scott MacKinlay, Principal, 617-871-0541
Program began: 1972
People involved: 8 coaches, 100 students

During the past two years a gymnastics team and a girls' track team have been formed with tremendous success. The number of girls out for track exceeds the number of boys 2 to 1. A

separate girls' cross-country team has been started this year. The team runs its own meets, has its own coach and separate practice sessions. Also started this year is a j.v. softball program which will involve 20 girls.

In the rear future, we hope to expand our girls' tennis program. We also hope to expand our basketball program to include a separate ninth grade program. All of these programs have been implemented because of a feeling by the athletic department and the school administration that we were not doing enough for the girls interested in athletics. We believe that Chapter 622 has had an impact on all schools, and for the past two years we have been doing something about it.

21. 14 Interscholastic Sports for Girls

NEWTON NORTH HIGH SCHOOL, 360 Lowell Ave., Newton 02160
Superintendent: Aaron Fink
Reported by: James Ronayne
Information Contact: James Ronayne, Athletic Director, 617-964-9810
Administrative Contact: Richard Mechem, Principal, 617-964-9810
Program began: Approximately 1932
People involved: 10 staff, 350 students

Our girls now have 14 interscholastic sports to participate in -- volleyball, field hockey, cross-country and swimming in the fall; gymnastics, basketball, dance, riflery (coed), track (coed) and skiing (coed) during the winter; and track, tennis, softball and sailing (coed) in the spring.

We look forward to starting soccer and lacrosse for girls in 1975. We also have girls' intramural golf and cheerleading. Our boys have equal opportunities.

22. Expanded Female Coaching Staff

FOXBORO HIGH SCHOOL, South St., Foxboro 02035
Superintendent: Troy Earhart
Reported by: Stephen Foster
Information Contact: Stephen Foster, Athletic Director, 617-543-7721, x31
Administrative Contact: Gene Newman, Principal, 617-543-7721, x10
Program began: September 1974
People involved: 5 new coaches, 95 students

With the large number of girls who were interested in sports, we realized that the six female coaching positions we had were not meeting the need, so we have expanded our Athletic Department with the addition of five new coaches for girls. They are coaching junior varsity field hockey, junior varsity softball, spring track, cheerleading and tennis (an assistant coach).

This brings the total number of girls' teams engaged in competition to 11. These are: basketball (varsity and j.v.), field hockey (varsity and two j.v. teams), softball (varsity and j.v.), tennis (varsity and j.v.), spring track and cheerleading (tournament competition). We feel this is a major improvement over the six positions we had prior to this year. We also feel this is a very good offering for a school our size (1116 students).

24

23. Girls' Basketball at Night

WARE HIGH SCHOOL, Ware 01082
Superintendent: Richard Hayden
Reported by: Paul Orszulak
Information Contact: Paul Orszulak, Athletic Director, 413-967-6234
Administrative Contact: David Carlson, Principal, 413-967-6234
Program began: December 1974
People involved: 2 staff, 25 students

Beginning in December, 1974, four girls' basketball games are scheduled to be played at night, and a junior varsity basketball coach for girls will be appointed for the first time. The athletic program for girls also includes cross-country and golf, and it is expected that the program will be further expanded in the future.

24. Varsity Girls' Cross Country

LUNENBURG HIGH SCHOOL, Lunenburg 01462
Superintendent: William Holland
Reported by: Richard F. Mulligan
Information Contact: Richard F. Mulligan, Athletic Director, 617-582-4543
Administrative Contact: Richard Carey, Principal, 617-582,9941
Program began: September 1974
People involved: 1 coach, 14 students

Girls' Cross-Country has been introduced as a fall sport for girls. We feel it is a worthwhile program and that the program will grow. It has been difficult to get a schedule of meets, however, since few schools in central Massachusetts have a formal girls' cross-country porgram as yet. Daily practice and an eight meet schedule has been arranged for fall of 1974.

We are also planning to offer tennis as a fall sport for girls in the future.

25. More Athletics for Girls

BARNSTABLE PUBLIC SCHOOLS, 230 South St., Hyannis 02601
Superintendent: Edward J. Tynan
Reported by: Richard Norman

Information Contact: Richard Norman, Coordinator of Athletics, 617-771-2211
Program began: 1973
People involved:

In the past two years we have increased the athletic team opportunities for girls at the secondary level. In 1973, we started gymnastics on an intramural basis as a fall activity for high school girls. Since then, a number of additional programs have been added. We now have girls participating in field hockey, basketball, softball, winter track, tennis and spring track -- in addition to the gymnastics.

Our cross-country team is now coed with five girls participating, and there are from 12-15 girls on our coed winter track team. (The girls have a separate team for spring track.) This program, along with AAU sponsored meets, gives the girls plenty of opportunities to compete.

At the Middle School level we now have intramural soccer, tennis, basketball, softball and track for girls.

The major costs of these programs are for salaries for 16 coaching positions and transportation to meets. Most of the supplies and equipment can be the same as used for physical education classes.

III. HOME ECONOMICS — INDUSTRIAL ARTS

ELEMENTARY — JUNIOR HIGH — MIDDLE SCHOOLS

26. Sloyd Program

MC CARTHY-TOWNE SCHOOL, Charter Rd., Acton 01720
Superintendent: Raymond J. Grey
Reported by: Louise Ewing Piper
Information Contact: Louise Ewing Piper, Teacher, 617-263-4982
Administrative Contact: J. Parker Damon, Principal, 617-263-4982
Program began: September 1971
People involved: 1 staff, 500 students

Sloyd is a Swedish word which means working with wood and reading plans and diagrams. This describes the unique woodworking program which has been in operation full-time at the McCarthy-Towne School for all students (girls as well as boys) in grades 1-6 since 1971. It was set up and is taught--not by a man--but by a woman.

All the students in grades 1-3 come to Sloyd for a total of 20 hours a year, and the classes come to the shop on alternate weeks. In grades 4-6, Sloyd is an elective. Groups of two come for an hour every week until their projects are completed.

At the primary level, concentration on shop safety comes first. (A tool is a tool, not a toy, not a weapon.) These boys and girls quickly learn to use the coping saw and C-clamp. They cut out the shapes of small birds and animals. They learn to use sandpaper correctly. After much practice, they become quite proficient in using a hammer and nails.

Girls generally do a better job of sawing, but they are very weak when it comes to driving nails with a 13 ounce hammer. Some of the items that are produced are little bookshelves, door stops, pencil boxes, napkin holders, and a box for secrets.

Scraps which previously went into the fireplace are now being turned into beautiful little sculptures with lots of glue and sandpaper. Students in the upper grades are into puzzle-making and woodcarving. At present one class is involved in cutting out the individual states of the U.S. in order to have a giant puzzle.

One of my former sixth grade students has sent me the patterns for several bird and animal puzzles which she now mass produces and sells. These are not easy to saw out and are presenting quite a challenge to fifth and sixth grade girls. They are determined to succeed primarily because it was a girl who invented these patterns.

The girls in the class make pretty much the same things as the boys with the exception of doll furniture. So far, no boys have made any. At both the primary and the intermediate levels, each student is encouraged to complete one personal project per month. Students also do group projects. The younger students are encouraged to plan and construct items for school and classroom use. Book shelves, cubbies, hockey goals and painting racks are a few of the projects completed.

Group projects for the older students center around science, social studies and the creative arts with the construction of stage sets, animal environments, display areas, movable carts, a photographic lab and playground equipment.

A wonderful group of mothers gathers wood scraps from local builders so that we do not spend a lot of money for wood. The initial outlay of money was for tools. We now have a table saw (used only by me), a drill press, an electric scroll saw and a generous supply of hand tools. I have made all the work benches and storage bins out of old desks and scrap wood, and I recently completed a smaller portable workbench for first graders to have outside their classroom.

Because of their maturity, many of the 6- to 8-year-olds are quite limited in what they can accomplish in a given period of time. Some have terrific "stick-to-itiveness" and others find one new interest after another. However, on many occasions I have seen a glow of pride in their faces over what they have created. Even though I don't recognize what it may be, it seems to be very meaningful to them. To my way of thinking, their thoughts and reactions are what are important, not mine.

Even though they have not achieved finished carpenter's status, or achieved all the listed goals, they are learning skills and disciplines. I feel this program can have long-range benefits to our youngsters in developing awareness, a sense of accomplishment, an appreciation for handcrafts, wood, forests. I already see a sense of responsibility in the care of tools developing and a respect for other people's limitations, abilities, and projects.

27. Mini—Courses

MOST PRECIOUS BLOOD SCHOOL, 1286 Hyde Park Ave., Hyde Park, Boston, 02136
Superintendent: Brother Bartholomew
Reported by: Sister Marie Hill
Information Contact: Sister Marie Hill, Principal, 617-361-2162
Program began: October 1974
People involved: 16 staff, 388 students

Sex and role stereotypes are going out the window at Most Precious Blood School with the aid of a new mini-course program. Boys are learning to cook and girls are learning to play street hockey in courses which are open to any student regardless of sex. Among the other courses which boys and girls are enjoying together are gardening, decorative crafts and art appreciation.

So far, no boys have signed up for the courses in crocheting, knitting and sewing -- but who knows what the future will bring! Courses meet for an hour every other week for a two-month period and are set up three times each school year.

28. Unified Arts Program

POLLARD JUNIOR HIGH SCHOOL, 200 Harris Ave., Needham 02192
Superintendent: William M. Powers
Reported by: Frederic B. Preston
Information Contact: Dennis Wrenn, Teacher, 617-444-4100
Administrative Contact: Frederic B. Preston, Principal, 617-444-4100
Program began: 1974
People involved: 11 staff, 598 students

In 1972-73 the Pollard Junior High School instituted a Fine Arts Program in grades 7 and 8 wherein twelve ten-week quarter year courses in Art and Music were scheduled by arena four times during the year. Expanded in 1974-75 to include the Departments of Home Economics and Industrial Arts, the newly entitled Unified Arts Program encompasses the following 25 elective courses which are open to both boys and girls on an equal basis:

Ceramics and Crafts, Drawing and Painting, Architecture, Sculpture, Printmaking and Commercial Design, Theatre Set Design;

Guitar Workshop I, Guitar Workshop II, Percussion Workshop I, Percussion Workshop II, Ensemble, Rock Lab, Electronic Music, Music Theater;

Beginning Wood, Advanced Wood, Beginning Metal, Advanced Metal, Beginning Electronics, Advanced Electronics;

Beginning Cooking, Advanced Cooking, Beginning Clothing, Advanced Clothing, Child Development.

All courses are open to interested ninth graders as electives. Seventh and eighth graders are required to elect two courses in art, two courses in music and two courses in the practical arts. Students who are involved in the performing groups (band, orchestra, chorus) and are also taking a foreign language have only four choices each year. Other students have eight choices (two each quarter) and others have twelve (three each quarter). Study Hall is not an option for seventh and eighth graders; everyone must select a course during each of the arenas to which he is assigned.

The arena itself utilizes standard arena scheduling techniques. Four times during the school year (September, November, January, and April) students report to the school's Lecture Hall for each of their Unified Arts periods for which they have been scheduled. During each of those periods the student schedules himself into a course for the next ten weeks. Students are called forward according to a particular order which is rotated each quarter.

The Unified Arts Program for 1974-75, as outlined above, is bringing to the Departments of Home Economics and Industrial Arts the same new levels of enthusiasm, vitality and interest that the Fine Arts Program brought to Art and Music over the past two years. The closer working relationships between the four departments should in turn lead to greater collaboration among the teachers, a wider diversity in course offerings, and more student opportunities for intra-disciplinary experiences.

The shorter ten-week mini-courses in Home Economics and Industrial Arts have attracted both boys and girls into all courses in keeping with the recent new legislation, Chapter 622. In fact, in several of the cooking classes to date the boys have actually outnumbered the girls by more than 2 to 1.

Finally, the reality of having all seventh and eighth graders involved in constructive educational experiences over the full day (rather than sprinkling their day with random study halls) has provided for the school a new sense of productivity and purpose.

Study halls in the past have amounted to little more than holding patterns for the students and custodial functions for the faculty. Possessing little, if any, intrinsic educational value, they have existed mostly as a scheduling convenience for the administrator wherein the remaining "holes" in a student's weekly schedule were filled.

In summary, the Unified Arts concept appears to offer for the Junior High/Middle School a wide variety of interesting alternatives and, indeed, virtually limitless opportunities for future growth and meaningful educational change.

29. Human Development

WARREN JUNIOR HIGH SCHOOL, West Newton 02165
Superintendent: Aaron Fink
Reported by: Virginia Barry
Information Contact: Virginia Barry, Home Economics Teacher, 617-244-8651
Administrative Contact: Helen Rich, Coordinator of Practical Arts, 617-244-8651
Program began: 1966 (9th grade, 1973 8th grade)
People involved: 1 staff, 34 students

By cooperating with three area nursery schools, an opportunity is provided for students to receive experience in observing and working with young children in a Human Development course sponsored by the Home Economics Department and open to boys and girls in eighth and ninth

grade. The course is designed to help the students better understand the emotional, social, intellectual and physical growth of humans.

The eighth graders visit the nursery school twice a week for a total of two hours during their elective periods. The ninth graders go daily for a two-week period. Transportation and the time it takes to go to and from the nursery schools have presented problems, and as soon as a room is available Warren Junior High hopes to be able to operate its own nursery school.

At the conclusion of the course an evaluation sheet is completed by the nursery schools. The individual student discusses his/her experiences and the evaluation sheet with the teacher.

30. Coed Home Economics

DAVID ELLIS ANNEX, 300 Walnut Ave., Roxbury, Boston 02136
Superintendent: William Leary
Reported by: Carol M. Donohoe
Information Contact: Carol M. Donohoe, Teacher, 617-427-6820
Administrative Contact: Edith Simons, Principal, David A. Ellis School, 302 Walnut Ave., 617-445-0432
Program began: September 1974
People involved: 1 staff, 150 students

With the ever-changing roles of today's male and female, boys in a home economics class may be novel, but it certainly is not unique nor incongruous. The addition of boys to the classes has added a new challenge to my teaching skills. The creation of such classes is due in large measure to Chapter 622.

The beginning sessions are being spent on broad explanations of home economics and not just the "cook and sew" aspects. The boys have been made aware of home economics as a profession, and of its concerns with the major issues of the times: consumerism, nutrition, product safety, child care, and energy shortages.

Basic sewing skills for both hand and machine are taught throughout the year, and all students are required to produce at least two machine projects. For the boys, the first project is a reversible bow tie; the second is a vest. If time permits, they also make a dashiki and are taught its place in history and its ethnic significance.

The enthusiasm the boys generate in the class leaves little doubt in my mind that home economics for boys is not a passing phenomenon.

31. Homemaking

GARFIELD JUNIOR HIGH SCHOOL, Garfield Ave., Revere 02151
Superintendent: William Hill
Reported by: William Waxman
Information Contact: William Waxman, Principal, 617-289-9200
Program began: September 1974
People involved: 2 staff, 240 students

This course is open to all seventh and eighth grade students--male and female. It includes the teaching of the use of tools used in normal home repairs. Students are taught how to wallpaper, cook, mend clothing, fix broken windows, clean and wax floors, repair home applicances, care for babies, plan and cook meals and many other responsibilities dealing with the home.

32. Industrial Arts and Home Economics For Girls and Boys

MINDESS MIDDLE SCHOOL, Concord St., Ashland 01721
Superintendent: Raymond Trabold
Reported by: Julian Doktor and Barbara Murphy, Teachers
Information Contacts: Charles Farrell and Susan Conte, Teachers, 617-881-2126
Administrative Contact: Gerald Linder, Principal, 617-881-2126
Program began: 1973
People involved: 4 teachers, 600 students (6th through 8th grade)

Since the 1973-74 school year, sixth grade students at the Mindess Middle School in Ashland have been scheduled for a Coeducational Practical Arts Program. The program is designed to introduce the boys and girls to home economics and industrial arts. The students are scheduled for one quarter each of foods and clothing and two quarters of shop, meeting once a week for a single period.

The students learn the basic skills in each area by completing simple projects. For example, in the clothing area a student may choose to make a stuffed animal.

In constructing the animal, he learns the techniques of cutting, pinning, machine sewing and hand sewing. Some of the popular choices in the sewing area are duffle bags, pocketbooks, pillows and animals.

Both students and parents were quite enthusiastic about the first year of the program. The program worked out so well in fact, that in 1974 the seventh and eighth grade classes were made coed. Both the boys and girls can choose between industrial arts and home economics, based on their sixth grade experience.

An "Essentials of Industry Program" is offered to eighth grade boys and girls of above average ability as an alternative to the usual eighth grade woodworking program in industrial arts.

Modeled after Junior Achievement and "World of Manufacturing" programs, it is primarily designed to offer more challenge to the above average industrial arts student. It attempts to develop interest, initiative, inventiveness and cooperation in the students.

As an activity the students form their own corporation, designing, planning, constructing, and marketing a product. They elect a board of directors, establish a corporation name, design a trademark, and sell shares for their newly formed corporation.

After a prototype of their product has been constructed, using materials ranging from wood to plastic, an evaluation is made and production planning is begun. Hand processes used in making the prototype are refined to machine mass production techniques. A Job and Operations Chart and Product Flow Chart are developed. Mass production techniques are integrated with a line production experience.

The program develops as a hands-on experience; the majority of the planning and execution being done by the students with the teacher acting only as an advisor.

Throughout the experience, an attempt is made to relate the students' mock corporation experiences with those of a genuine corporation. A basic knowledge

of the fundamental elements which comprise American industry is taught. The students take field trips to local industries to experience firsthand actual manufacturing and all its ramifications. As a project the students investigate their home town industries to learn about their importance and relation to themselves and their town.

When the actual manufacture of the products is completed, they are delivered, and the corporation is liquidated. A financial statement is filed, profit is calculated and given to the eighth grade class. The program begins in September, and runs approximately 3 1/2 months, terminating before Christmas recess.

33. Introduction to Home Economics And Industrial Arts

DIAMOND JUNIOR HIGH SCHOOL, Lexington 02173
Superintendent: Rudolph J. Fobert
Reported by: Phyllis Cook and Marjorie McNichals
Information Contacts: Phyllis Cook and Marjorie McNichals, Teachers, 617-862-7500
Administrative Contact: Eugene Sullivan, Principal, 617-862-7500
Program began: September 1973
People involved: 5 staff, 280 students

In the fall of 1972 electives in home economics and industrial arts were wide open to all levels. This presented a few problems as to class size and distribution as well as basic knowledge and levels of entry at the next grade levels.

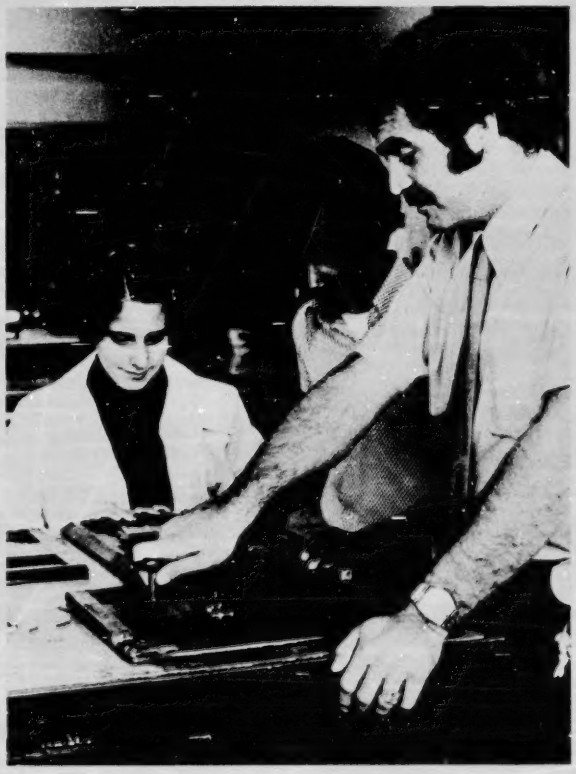
The current program was initiated in the fall of 1973. At the eleventh grade level, the school year is divided into five seven-week terms to include: Clothing, Foods & Nutrition, Technical Drawing, Metal, and Wood. Each class, coed, has 18-22 students.

In each area specific learning techniques are included giving the student a general idea of the basics. He or she then can make an eighth grade selection to pursue in greater depth for a semester. All activities are designed to enhance the student's cognitive, psychomotor, and affective junior high school experiences; perhaps the greatest emphasis is on the psychomotor skills.

The seventh grade home economics program includes a foods and nutrition unit called "Why Get Up Early?" It's about breakfast and covers nutrition, preparing quick breads, eggs, breakfast meats and breakfast beverages. There is also a Cooking for Fun unit (cookies, etc.).

A seventh grade clothing unit entitled Sewing Machine Magic shows students how to use and care for the machine. They undertake a simple construction project using a pattern for a chef's or a shop apron. This project includes the construction of a pocket and the use of 3/8" or 5/8" seam allowances. Students also make a stuffed animal which teaches them careful manipulation around curved areas, sewing on buttons and invisible hemming.

In the eighth grade home economics and industrial arts are electives and ninth graders can choose to major or minor in these subjects.



34. Consumer Homemaking—Industrial Arts

NORTH, EAST, SOUTH and WEST JUNIOR HIGH SCHOOLS, Brockton 02402
Superintendent: Joseph Killory
Reported by: Henry W. Kowalski
Information Contact: Henry W. Kowalski, Department Head (Grades 5-8), East Junior High School, 464 Centre St., 617-588-7800, x303
Administrative Contact: Henry Hobaica, Administrative Assistant, c/o Sprague School, 617-588-7800, x331
Program began: September 1974
People involved: 22 staff, 3600 students

Something new and exciting is going on in grades 7 and 8 in Brockton's four junior high schools. A new program which began in September 1974 has been developed in the areas of consumer-homemaking and industrial arts. Both boys and girls are being scheduled into a totally integrated and required program of studies in areas that have been traditionally segregated. Formerly, girls have taken cooking and sewing and the boys, shop.

The reason for the new program's development is due in part to a change in the General Laws dealing with equal opportunities in education, Chapter 622.

During the summer of 1974, workshops were held with junior high staff members and administrators, reorganizing the junior high curriculum to make it relevant to both sexes. It was recognized that this program would be the only consumer-homemaking and industrial arts study that children were required to take during their school experiences. Hence, emphasis must be placed on concepts considered essential for all students in their present and future dual roles as family members and wage earners in a career-consumer oriented society.

The program is divided into two parts and developed by identifying performance objectives within units which, in the opinion of the program developers, were the most significant for students' exposure. Part I in the area of consumer-homemaking is divided into three concepts: (a) foods and nutrition; (b) family relations and child development; and (c) consumer education. These three concepts are identified by specific intermediate and terminal performance objectives in both the seventh and eighth grade levels.

Part II of the program is industrial arts and the seventh grade program has been identified as materials processing with practical work being done using wood, metal, plastics and graphics. At the eighth grade level a home repair program dealing with basic electricity, small engine repair and simple repairs within the home is given all students.

It is intended that the experience provided during this two-year exploratory program will promote values conducive to positive and practical family living.

The experiences provided within this curriculum are naturally limited in nature and are intended as a survey course rather than one which is skill-oriented. It is also hoped as a result of this program that the students will become more aware of the wide choice of career and avocational preparations available to them at the Brockton High School in the Occupational Education Department, or within the offerings of the Community School program.

35. Integrated Home Economics And Industrial Arts

WILSON JUNIOR HIGH SCHOOL, 24 Rutledge Rd., Natick 01760
Superintendent: Winston Wetzel
Reported by: Joyce Parchesky, Guidance Counselor
Information Contact: Herve B. Lemaire, Principal, 617-653-0550, x239
Program began: September 1973
People involved: 5 staff, 500 students

In September, 1973, Wilson Junior High School began a totally integrated program in the home economics and industrial arts courses. Boys and girls were permitted to select without restriction three areas of study from the following: Woodworking, Foods, Clothing, Graphic Arts and Technical Drawing.

Their first two choices would place them in those areas for two 15-week periods. The third choice would be a "survival" course lasting six weeks. The students selected according to their interests and at the close of the year the teachers reported success with mixed classes and student selection.

Following the recommendation of the teachers, semester courses were offered for 1974-75. Eighth and ninth grade students were allowed to elect two of the five semester courses, and more if their schedule permitted. The coed classes are very popular and successful. Teachers find students helping each other overcome the awkwardness stemming from lack of familiarity. Results are gratifying and belie the argument that boys play with tools and girls with dolls. A revision is being made of the curricula to bring them more in line with current needs and interests.

36. Coeducational Integrated Arts

NORTH MIDDLE SCHOOL, East Prescott St., Westford 01886
Superintendent: Lloyd G. Blanchard
Reported by: Linda Wilbur, Team Leader
Information Contact: Richard E. Neal, Principal, 617-692-6391
Program began: September 1974
People involved: 2 staff, 158 students

The theory of sexual equality has become fact in a pilot project for sixth grade students at the North Middle School.

The sixth grade was selected for this project because neither boys nor girls had previous classes in homemaking and industrial arts and could be treated as equals in basic skill development.

For many years both boys and girls have questioned why they could not participate in both areas. The stock answers ranged from "scheduling problems" to "too large classes", all of which evaded the real issue--we, as teachers, had become complacent and, yes, feared change. After facing this fact, we decided to do something about it at North Middle School.

Instructors involved in homemaking and industrial arts worked closely with their principal in developing a schedule that would not overload their classes, in developing a program that could be productive within their budgetary limits, and in developing programs that would motivate their students.

It soon became evident that very little change of the programs would be necessary. The homemaking units of Food Preparation, Grooming and Child Care remain the same. In selecting sewing projects, more masculine items are introduced along with the traditional feminine projects. The popularity of backpacks, rally tool kits, stuffed animals, and tote bags cross sexual lines stimulating the interest of all the students.

In industrial arts, students select predesigned projects or design their

own to fulfill their individual needs. All basic training remains the same despite coed classes.

Plans for these students as seventh graders presently are being formulated. Because of the varied interests of the students, an elective program may be utilized wherein boys and girls will elect to specialize in one area for their remaining two years.

Editor's Note: A coeducational industrial arts program has existed since September 1971 at Forest Grove Junior High School, 495 Grove St., Worcester 01609. This program was written up on page 69 of Kaleidoscope 11 (Early Fall 1974). Further information can be obtained from James Duffy, Principal, 617-852-5912.

SENIOR HIGH SCHOOLS

37. Survival for Singles

SILVER LAKE REGIONAL HIGH SCHOOL
Pembroke St., Kingston 02364
Superintendent: Francis M. Moran
Reported by: Beth Kurowski and Marjorie Little, Teachers
Information Contact: Norman G. Long, Coordinator, 617-585-3844
Administrative Contact: Albert F. Argenziano, Principal, 617-585-6544
Program began: September 1974
People involved: 1 staff, 21 students

Survival for Singles is a semester coed senior course offered through the Home Economics Department. The main objective of the course is to make students more aware of the rights, responsibilities, and problems that they face as young adults.

We study a variety of subjects based on the students' needs and interests. This semester the students have indicated an interest to study the following topics: apartment hunting, buying a car, personal money management, banking services, careers and jobs, alcoholism and drugs, and new lifestyles. Having both male and female opinions on the various topics leads to very interesting discussions.

A course in Survival Cooking is offered to senior students who haven't had a chance before to take a foods class and for those who had no interest until faced with the thought of cooking their own meals. The choice of recipes covers a broad sampling of foods that are popular and moderately priced; from pancakes and syrup to lasagna and yeast breads, as well as traditional desserts.

The classes have students of both sexes working pleasantly together. So far, we've had no identity crises over a boy wearing an apron and washing dishes or a girl sweeping the floor. All jobs are interchanged from day to day. The learning is active as the students develop skills in the use of equipment and cooking techniques. Our end product is people who can better deal with the daily event of preparing foods they enjoy.

Editor's Note: A similar program is scheduled to begin in the spring of 1975 at Milton High School, Central Ave., Milton 02186. Further information may be obtained from Roger Connor, Principal, 617-696-7220.

38. Child Development And Gourmet Cooking

MT. GREYLOCK REGIONAL HIGH SCHOOL,
Cold Spring Rd., Williamstown 01267
Superintendent: Michael McGill
Reported by: Pauline Fredrichs
Information Contact: Pauline Fredrichs, Teacher, 413-458-8164
Administrative Contact: James R. Gazzaniga, Coordinator of Career Programs, 413-458-8164
Program began: 1974
People involved: 2 staff, 100 students

The Child Development course at Mt. Greylock High School, consisting of eleventh and twelfth grade male and female students, combines the theory of human development with observation of actual children and their parents. One class day each week pre-school children and their parents come to the school, where the children can be observed and the parents provide answers to questions from the class.

The first such group one fall semester included nine babies, ranging in age from 3 weeks to 11 months. Subsequent weeks included progressively older age groups, followed by groups of siblings, handicapped children, and panels of parents discussing adoption, discipline, and emotional problems.

Participation in nursery school programs and day care centers is part of the course, as well as a requirement for each student to spend an hour a week with a pre-school child, collecting notes which become the basis for a case study paper at the end of the semester.

Following graduation, one male student and several female students have gone on to major in child development in college, and a male student and a female student were hired by a day care center.

A course called Gourmet Cooking at Mt. Greylock High School had an enrollment in 1974 of 45 males and 33 females. Approaching the preparation of recipes from the ethnic origins of food, students study the cultural basis for types of food preparation, select recipes, prepare grocery orders and create both provincial and haute cuisine dishes.

Students are also required to cook at home and report on the results. After graduation three students have gone to chef school, a number are working in restaurants, and many are sharing their skill and knowledge with suite mates in college.

IV. CAREER EDUCATION

ELEMENTARY–JUNIOR HIGH–MIDDLE SCHOOLS

39. Career Education Through Use of Community Resources

HENRY E. WARREN SCHOOL, Ashland 01721
Superintendent: Raymond Trabold
Reported by: Kathleen Mahoney, Teacher
Information Contact: James Argir, Principal, 617-881-3212
Program began: 1968
People involved: 1 staff, 23 students

In our multi-aged classroom (first-second grade), we invited both fathers and mothers to spend a day or part of one to explain their particular occupations. Most parents found this possible and we had as many varied occupations as we had parents. We've had male and female police officers, a railroad engineer, lawyers, factory workers, a pizza maker and many more. Mothers who did not work outside of their home shared a hobby or favorite recipe.

One of our favorites was a mother who helped each week in our woodworking area, showing boys and girls how to build a favorite project. When it was found that children were coming to school without a nourishing breakfast, we cooked and served a complete breakfast, squeezing our own orange juice and making our own butter. Part of the fun was watching the principal cook bacon and eggs with the help of both fathers and mothers.

The children learned to evaluate their own snacks. Now, it is not unusual to hear children discussing the food value in a box of crackerjacks.

In looking for career guidance programs, do not overlook grandparents. Some of our most interesting visitors were grandparents. Children never seem to tire of the "olden days" and what it was like to live and work then. One brought her own sewing machine and our favorite grandfather raised rabbits and brought baby bunnies for us to hold.

40. Career Education in Second Grade

CENTER ELEMENTARY SCHOOL, 65 Silver St., Hanover 02339
Superintendent: Robert P. Fox
Reported by: Darlene Grote
Information Contact: Darlene Grote, Teacher, 617-826-2631
Administrative Contact: Richard J. Erickson, Principal, 617-826-5515
Program began: September 1973
People involved: 1 teacher, 60 students

One morning during a "share and tell" time, it became obvious that many of the boys and girls were very proud of their mothers and fathers and enjoyed talking about their jobs, hobbies, and interests. I asked several questions of the boys and girls and the idea was born. The suggestion was made to the class that it might be possible for the fathers and mothers to be invited to the class to describe their jobs, hobbies or other projects they may be involved in around the home. The enthusiasm truly surprised me.

To carry out the plan, letters were sent to each family inviting the father or mother to come to class and give a five or ten minute talk explaining their jobs or interests. Several fathers called and suggested that they bring certain items used in connection with their work. At this point, it was apparent that the fathers and mothers were as enthusiastic about the program as the children.

A pro football player came to class wearing his uniform, a carpenter brought his tool chest, an engineer showed his blueprints, a locksmith showed a key machine, a mechanic demonstrated a company tow truck in the school yard, a lawyer allowed the children to try out his notary public seal.

Five or six working mothers also came to class, including a nurse, a teacher, and a lady beekeeper who brought in hives, honey and slides on beekeeping which she showed. Another mother who works for a gear manufacturer brought in some gears and demonstrated how they work.

The concept of how one industry is dependent on another was clearly shown when a visit from an importer of produce was followed by a visit from a supermarket employee. Many occupations were represented and the children learned from and thoroughly enjoyed these presentations.

As a follow-up to these mini-lectures, we held question and answer sessions with the visiting parent. Letters of thanks were written by the children and sent to the parent. Illustrations were drawn recalling the information learned. "What's My Line?" game involving occupations was also used as a means of review.

There is so much to be seen, heard, and learned about our work and children are so eager to hear about these interesting fields. What better resource could there be, and right at our finger tips--our parents!

41. Career Awareness — Choices and Challenges

OSTERVILLE ELEMENTARY SCHOOL, Bumps River Rd., Osterville 02655
Superintendent: Edward J. Tynan
Reported by: Patricia L. Duffy, Language Arts Instructor
Information Contact: Margaret O'Neil, Principal, 617-428-6638
Administrative Contact: H. William Geick, Assistant Superintendent of Schools, Barnstable Public Schools Administration Building, Hyannis 02601, 617-771-2211
Program began: October 1973
People involved: 1 staff, 50 students

The mini-course program at Osterville Elementary School has been closely associated with a developing career awareness program. We have attempted to have each new instructor include possibilities for careers stemming from the instructor's own interests, talents, or occupation.

Examples of this have been a retired gentleman teaching knitting to the children, a mother of four children teaching a woodworking course, a professional ballet husband and wife team teaching classical ballet (but only with the condition that boys as well as girls participate in the course), a course of aviation which must also include girls because of the increasing number of women as pilots and in related fields dealing with aviation.

Also the mini-course program has honored choices of the children. In several different incidents boys have voluntarily chosen what would have been exclusively "feminine" courses in past programs and such choices have been encouraged--boys taking sewing, crewel, crafts design, and cooking.

Our career awareness program for fifth and sixth graders encourages children to interview people from various walks of life. One child took a morning off from school to attend a court session as she wished to pursue the career of an attorney. Several children interested in the whole field of physical therapy inter-

viewed people at the Cape Cod Hospital in Hyannis and talked with male nurses, and women doctors. A visitor from Packaging Industries in Hyannis also related his close association with the housewife and opinions of women in developing new products which are useful in home management.

In the plans for this year's unit, programs and class visitations will try to include both a man and a woman involved in the same occupation coming together to discuss their profession with the group. Recent publications dealing with the breakdown of sex stereotypes as well as films obtained from the Boston Public Library will be used as resources to help the youngsters get an unbiased view.

The purchasing of King Features "Career Awareness Program" has also provided us with full color booklets covering 15 career clusters. It uses a multi-ethnic approach showing people of all races, colors, and sexes in a wide range of career opportunities. This added feature of our program will serve to broaden the students' awareness of the many possibilities open to them regardless of their ethnic origins or family backgrounds.

42. Resource Center Provides Career Education

WEST BOYLSTON STREET SCHOOL, 40 West Boylston St., Worcester 01606
Superintendent: John Connor
Reported by: Martha B. Smith, Director of the Center
Information Contact: Charles P. Baniukiewicz, Principal, 617-852-6397
Program began: September 1973
People involved: 1 staff, 10 faculty liaisons, parents, 150 to 254 students per week

The Resource Center began as a result of trying to eliminate the usual stigma associated with remediation centers, but its function has been expanded far beyond remediation. It now makes available to all students and teachers a desirable and positive atmosphere where they may work independently in a preferred educational direction.

Each child is rewarded for behavior ranging from extra effort to completion of an assignment to good attendance with a courtesy pass to enter the Resource Center. The child may choose to get involved in audio-visual training, career education, extra academic work, industrial arts, fine arts, story hour, history, remedial work, etc. All materials (games, wood, radios, rugs, books, magazines, pillows, industrial arts supplies, crafts, posters, etc.) have been donated by children and parents of the school community.

The A-V training class is taught by an older student and meets twice weekly. It includes one boy and one girl from each of the classes, beginning with grade 2.

Within the Resource Center is a special area devoted to careers. It contains commercial and student posters, research reports on various occupations and an ever-growing display of actual hats, depicting various careers. These are available to any student or class for use in reporting and/or role playing.

There is also a large artist's palette, ballet shoes, stethoscope, microscope and tool kit. A small roofed house in another area is easily and quickly converted from travel bureau to grocery store to bank simply by changing the wooden sign over the counter opening.

Every child in the school participates in career education in the Resource Center. Use of a Dictionary of Occupational Titles helps precipitate discussion, study and extended investigation of less known occupations. At no time is any distinction made regarding who may participate in career education. Should questions arise within study groups about "men's jobs" or "women's jobs" these are easily resolved through rap sessions, a policewoman as guest speaker, a picture (with many stories) of the Resource Center Director when she was an officer in the Navy, a male nurse or the female school crossing guard visiting the school in his or her uniform, etc. With the exception of those typical stereotyped careers, very seldom is the subject of sex stereotypes of any real concern to our students.

Every boy and girl in school from kindergarten through grade 6 participates in industrial arts and fine arts at the Center to the degree he or she chooses, and sex is not regarded as a barrier to a child's interests.

A course in Ethnic Studies is now being offered to sixth graders in the Center. The reason it is only being offered to sixth graders is that every sixth grader elected to participate! The basic materials for this study have been provided by several neighboring high schools, the social studies curriculum committee, bi-lingual classes at another Worcester public school, the public library and community agencies and personnel.

The course entails field trips to an Italian bakery, a Jewish community center, a Greek Orthodox church, Spanish-speaking classes at another school, a French restaurant. The class also cooks various types of food representative of specific local ethnic groups, instructed by members of these ethnic groups who have volunteered to teach.

Visitors are always welcome to come to the Resource Center and enjoy reading a good book in our bathtub, relax on our hooked rug or play a favorite tune on our electric organ.

43. Career Development for Sixth Graders

WEST ELEMENTARY SCHOOL, Beacon St., Andover 01810
Superintendent: Kenneth Seifert
Reported by: Elizabeth I. Cahoon
Information Contact: Elizabeth I. Cahoon, Counselor, 617-475-9590
Program began: 1971
People involved: 1 counselor, 600 students

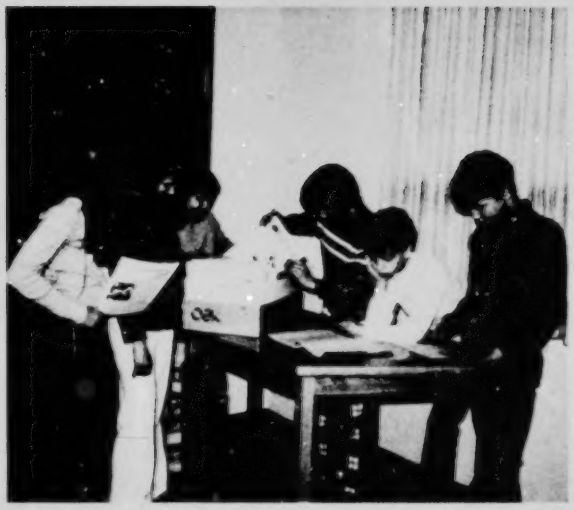
In 1971 the need to establish some kind of Career Program in the elementary grades was recognized. A pilot program was introduced to sixth graders. It explored the practical aspects of students looking at themselves and at different fields of work that are all around them.

In order that the counselor get to know the 300+ individuals involved each year and better guide their exploration in a constructive and beneficial direction, class groups are presently made up of 8 students - this is ideal.

The groups meet twice a week for eight weeks and begin to know themselves and each other through informal discussions at first. Later through self-awareness materials put out by Science Research Associates and discovery of each pupil's talents and strengths, habits, likes and dislikes, a picture of each individual personality is developed. All students at sixth grade level (special needs, as well) are in the course.

Each class group includes girls and boys, and all of the class discussions are aimed at encouraging the students to investigate types of jobs that interest them, without regard to sex stereotypes. Students also discuss the changing role of women in the world of work and the growing number of women who are returning to work--some through choice and some through economic necessity.

An area of interest for inquiry in depth is taken up by each student. This begins with a personal interview assignment conducted by the student with a person in the community who is working in the field of interest that the student is exploring. The interview questions are pre-planned to ease the feelings of awkwardness for the pupil on a first interview and to save embarrassment with a wrongly asked question. (These interviews sometimes lead to an invitation for an on-the-job observation.) The interview and impressions are shared with the rest of the group.



Appealingly appropriate filmstrips and cassette tapes put out by Guidance Associates are available on a variety of job fields. We take a few sessions and do some individual research on jobs we know little about in Science Research's Occupational Exploration Kit and in the Widening Occupational Roles Kit.

Occasionally some of the materials used in the program display shades of sex or role stereotyping. When this happens the students are quick to challenge it, and this has led to some interesting discussions. A career brief on Professional Athletics was quite obviously geared to men, but many of the girls were interested and announced that girls could aspire to be professional athletes, too. A brief on police and FBI work is also popular with the girls, though geared to men.

For our Career Day program, we managed to locate a woman veterinarian, a newspaper woman and a man who talked about opportunities for women in the airline industry. In all, 13 people from the community participated in the program for more than 300 sixth graders last year.

The sixth graders have enjoyed the courses over the past three years, but we are finding the more that is done in exposing the students, the more they want and need in order to make meaningful decisions about their future. We are presently building a custom-tailored Career Education Program for our community from kindergarten through graduation.

44. The World of Work

PETER THATCHER MIDDLE SCHOOL, James St., Attleboro 02703
Superintendent: Robert Coelho
Reported by: Ronald Elias, Social Studies Teacher
Information Contact: Garry Billingkoff, Guidance Counselor, 617-222-1922
Administrative Contact: Charles Forester, Principal, 617-222-1922
Program began: March 1974
People involved: 2 staff, 20 students

The World of Work class is composed of about 20-25 students who for a multitude of reasons chose a quiet study activity. Each student completes an Interest Survey, and the data collected provides information for the class activities and determines what careers the students would like to investigate.

The teacher, counselor and students plan together a series of experiences developed around the needs indicated by the Interest Survey. These include games, films and film strips, magazine and newspaper articles, guest speakers and field trips.

Both the Middle School and the High School are committed to offering equal opportunities for boys and girls in all areas of industrial arts, home economics and vocational training, and The World of Work course also follows this philosophy. Positive efforts are made to get rid of stereotyped ideas about occupations through use of up-to-date non-stereotyped curriculum materials and through scheduling speakers. Women as well as men are invited to talk about careers in the armed forces, and all speakers are asked to describe opportunities for both women and men in the occupations they are discussing.

A representative from a tractor-trailer firm told about the growing number of married couples who work as a team driving large tractor-trailers on long trips. On a field trip to the Bancroft Tennis Racquet factory the girls in the group learned about the growing number of women involved in the manufacture of tennis equipment and the design of tennis clothing--an area that used to be exclusively a male domain.

45. Career Education

GARFIELD JUNIOR HIGH SCHOOL, Garfield Ave., Revere 02151
Superintendent: William Hill
Reported by: William Waxman
Information Contact: William Waxman, Principal, 617-289-9200
Program began: September 1974
People involved: 1 staff, 86 students

All seventh grade boys and girls are offered a half-year program in Career Education. We use the Career World monthly newspaper as our primary source of material. The Yellow Pages of Learning Resources is also used as a teaching tool.

Many field trips are an integral part of the curriculum, and guest speakers from the community visit the classes periodically. On our list of lecturers are the following: a female carpenter, a female plumber, a female doctor, a female dentist, a male secretary, a male nurse, a male chef, a male clothes designer, a female business executive, a female principal, a female roofer and a female pilot.

Hopefully, the students are given an in-depth view of the many vocational choices they will have in the future.

46. Implementing Career Education

LANCASTER MIDDLE SCHOOL, North Main St., Lancaster 01523
Superintendent: Frank H. Mitchell
Reported by: Frank Grant
Information Contact: Frank Grant, Teacher-Planner, 617-365-4558
Administrative Contact: Larry J. Tata, Principal, 617-365-4558
Program began: September 1974
People involved: 3 staff, 240 students

The program was initiated because of recognition by school administrators and the community that more than fifty percent of the children would leave public schools with no entry level job skills and little awareness of the vocational alternatives open to them.

At the present time, each class of seventh and eighth graders meets once a week with a counselor-teacher to discuss the strengths and weaknesses of the individual students and job clusters representing the community's work force.

Houghton-Mifflin Career Education outlines and worksheets are used as well as guest speakers from the community representing various occupations. There is no division of the class by sex, and efforts are being made to have speakers come in who do not represent the usual occupational sex and role stereotypes. Also, the girls as well as the boys listen when an auto mechanic or a carpenter comes in to speak to the class and the boys remain when a nurse or a secretary speaks to the students.

The class has also discussed the growing role of women in today's labor force. Plans are being made for field trips and a career day to be included in the course.

In addition, two counselors and a teacher are involved in reviewing career education materials and planning a coordinated introduction of career education down to the kindergarten level for the 1975-76 school year, using the 1974-75 school year for pilot and experimentation.

47. Project Outreach

SHAW JUNIOR HIGH SCHOOL, 1 Forest Ave., Swampscott 01907
Superintendent: Chris G. Patrinos
Reported by: Boris W. Chazen and Eric Warne, Guidance Counselor
Information Contact: Boris W. Chazen, Project Director, 617-592-7540
Administrative Contact: Keith Jordan, Principal, 617-592-7540
Program began: September 1974
People involved: 8 staff, 90 students

Project Outreach was instituted at the Shaw Junior High at the ninth grade general educational level to aid the student who has difficulty learning in the traditional classroom situation. This program gives the students basic skills which will enable them to correlate a practical relationship between the academic subjects of English, mathematics, social studies, science, and business.

Both boys and girls are taught their basic subjects while they work with their hands to build the essential parts of a modern day home. The "World of Construction" (McKnight Pub.) is being used as the common denominator which emphasizes the laboratory approach. Thus the student will obtain greater retention of material in a relaxed atmosphere. Groups of five are selected so that individualized instruction may be possible if necessary. Students analyze a given problem then make an appropriate decision based on the learned skills of the various subjects.

48. A Survey Course In Food Service

J. F. KENNEDY JUNIOR HIGH SCHOOL, Pine St., Peabody 01960
Superintendent: Robert S. Ireland
Reported by: Pauline Andrews and Kathleen E. Latter
Information Contacts: Pauline Andrews and Kathleen E. Latter, Teachers, 617-531-1600
Administrative Contact: Hubert F. McVann, Principal, 617-531-1600
Program began: September 1974
People involved: 1 staff, 32 students

The Food Service program began because of the desire among the teachers and administrators to best service the needs of our students. In a tight job market students must have a skill to sell if they are to hope to obtain part-time employment.

Our city has built nine new schools in the past twenty years. Because of the cost involved and the limited number of students it would serve, our city decided not to participate in the new regional vocational school. We are, therefore, presented with the dilemma of increasing the educational base of our students by using existing facilities without increasing the taxpayers' debt.

Since most young people find their first job opportunities in food service we decided to introduce it at the junior high school level so that the students could find out if the field was of interest to them.

The course is open to both boys and girls and is given five periods a week for one quarter. The ages are 14-15.

Six to eight students work with a home economics teacher observing and eventually assisting in the school cafeteria. They have two weeks of classroom instruction and then four periods a week in the cafeteria and one period a week of classroom instruction. At the end of the year an evaluation will be made.

49. Project D.I.G. (Defining Interests and Goals)

WESTPORT MIDDLE SCHOOL, 400 Old County Rd., Westport 02790
Superintendent: James Francis
Reported by: Virginia A. King
Information Contacts: Virginia King and John Kubiski, 617-636-4071 or 636-8838
Administrative Contact: Ronald Marino, Assistant Principal, 617-636-4071
Program began: September 1974
People involved: 3 staff and 35 students at a time (group changes 4 times a year)

The project is designed to serve our eighth grade students, especially those who will be leaving the school setting soon. Such students need to be made more aware of the world of work and its relationship to their personal lives and their school work.

The major objectives of the program are to provide students with experiences which will help them define their goals in terms of their own personalities, regardless of sex stereotypes, and also to make them aware of the full range of career options in the world of work.

Activities include classroom sessions twice per week for ten weeks directed by a counselor and using a multi-media approach. Some of the topics covered are: Jobs and Gender, The Work Ethic, and Personalities. The students are also actively involved in media center research and the production of audio portions for silent film loops on various careers.

50. Career Opportunities Program

MINDESS MIDDLE SCHOOL, Concord St., Ashland 01721
Superintendent: Raymond Trabold
Reported by: Gene Nogan, Guidance Counselor
Information Contact: Charles Farrell and Susan Conte, Teachers, 617-881-2126
Administrative Contact: Gerald Linder, Principal, 617-881-2126
Program began: 1970
People involved: 2 staff, 30 students

The Career Opportunities program for boys and girls in the eighth grade was started four years ago when it was realized that a significant number of students, with a history of school adjustment problems, needed an alternative to the regular school curriculum. Students whose lack of confidence in themselves was inhibiting their academic progress are placed in a special program with the intention of altering their self-image and subsequently their school achievement.

Using industrial arts and home economics as a core for their program, the students are placed in these areas for 35% of their school day. Instructors concentrate on developing the inner resources of the students. Basic social requirements such as respect and cooperation are emphasized, along with improved work habits.

Challenging projects are assigned, and once the teachers are sure the students are able to do the work themselves, they are expected to complete their assignments independently. Problems are met head-on and solved even though, at times, they cause some of the students a lot of anguish.

Individual and group counseling sessions, conducted by the guidance counselor, allow the boys and girls to express their feelings as they relate to the school, the teachers and the other students. This has helped them to understand and resolve many of the personal anxieties they have felt toward the school.

Positive results of the program have been indicated by the improved attitudes of the students involved. The attendance record of the group has improved dramatically and their relations with their teachers and peers have become more positive.

Field trips, A-V presentations, library resources, guest speakers relating to career education are incorporated into the program, along with classroom experiences.

51. Geriatric Experience

WARREN JUNIOR HIGH SCHOOL, West Newton 02165
Superintendent: Aaron Fink
Reported by: Helen Rich
Information Contact: Helen Rich, Home Economics Teacher, 617-244-8651
Administrative Contact: Helen Rich, Coordinator of Practical Arts, 617-244-8651
Program began: 1968
People involved: 1 staff, 24 students

This program was initiated in 1968 and offers ninth grade students (boys and girls) an opportunity to explore various career possibilities relating to geriatrics. The program also gives students who do not have older relatives living nearby an opportunity to relate to older people and to become aware that an individual's needs do not diminish with age.

Students enrolled in the program visit the Newton Convalescent Center daily for a two-week period. They read to the residents, play games with them and help them with craft projects. The students also run errands for the residents, take walks with them and help them in any way they can.

One year the students helped edit a newspaper and wrote and produced an original Thanksgiving play for the residents.

At the conclusion of the course an evaluation sheet is completed by the Center and each student discusses his/her experience and the evaluation sheet with the teacher.

Senior High Schools

52. Career Education For the Ninth Grade Student

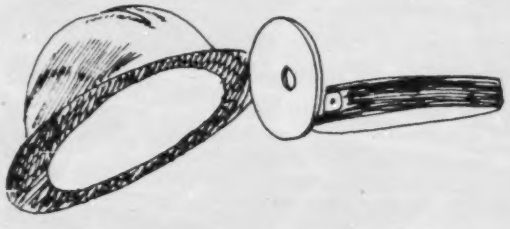
SAINT MARY HIGH SCHOOL, 35 Tremont St., Lynn 01902
Superintendent: Brother Bartholomew
Reported by: Sister Mary Patricia
Information Contact: Sister Maureen Sullivan, Principal, 617-599-7743
Program began: September 1974
People involved: 1 staff, 200 students

A recent evaluation of the guidance department showed a major need for a career development program. Consequently, in September 1974, a program was begun to encourage students in the freshman class to get goals and identify interests. By means of questionnaires, interviews and autobiographies the freshmen have been made aware of the need for serious thought in the area of career planning. This questionnaire which was prepared by one of the teachers was given to both boys and girls.

Through the use of a career exploration program, published by Sadlier Inc., the freshmen are being exposed to a wide range of career possibilities which in turn will afford a clear understanding of interests, goals and personalities.

By means of sound filmstrips and a career log, the students explore the world of work with real people engaged in jobs that students can expect to find in the 1970's. This material illustrates the changes now taking place in sex and role stereotyping of occupations by showing people such as a man teacher working with young children, and a woman police officer.

At the end of the course, students are tested again to see if they have been able to set up realistic career goals for themselves.



53. Project Enterprise

MARSHFIELD HIGH SCHOOL, Furnace St., Marshfield 02050
Superintendent: Robert Peebles
Reported by: C. Douglas Spade
Information Contact: C. Douglas Spade, Project Director, 617-837-6461
Program began: September 1974
People involved: 5 staff, 38 students

Twenty-nine boys and nine girls are participating in Project Enterprise, an ESEA Title III funded project directed toward developing occupational competence in general high school students. The general objectives of the project are:

a. To provide career guidance and develop entry level skills in these areas; carpentry, masonry, plumbing, electricity, painting, plastering and dry wall, landscaping, furniture and antique restoration, public relations and real estate.

b. To provide a relevant and pertinent academic curriculum to supplement and enrich vocational activities.

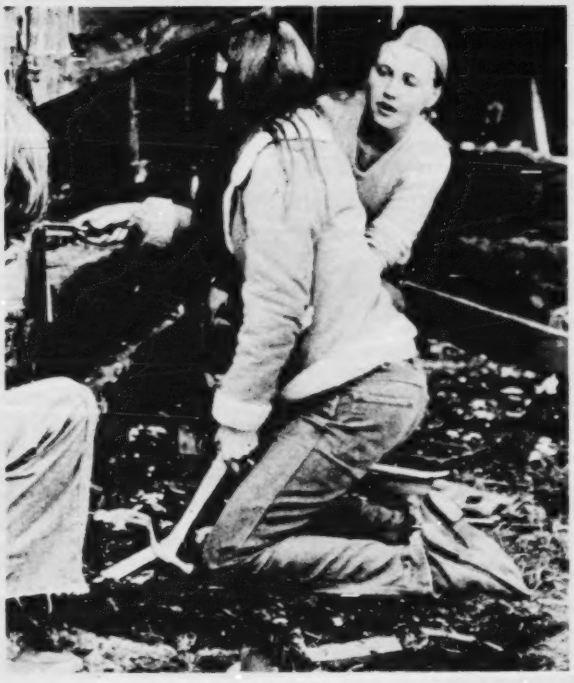
c. To prepare students with a saleable occupational skill upon graduation from high school.

d. To improve community and school relations by employing local tradesmen to instruct students in vocational endeavors.

The primary vehicle through which students receive vital "on-the-job" vocational training is the old Second Parish Church building located on Old Main Street in Marshfield. Students are renovating this building, making it a cultural art center for the community.

During the renovation process, Project Enterprise staff members and local tradesmen instruct and assist students in the various occupational areas previously mentioned. Students also visit tradesmen at their places of employment periodically to further enrich their vocational training.

The Project Director has been extremely pleased with the way the girls have fit into the program and with the contribution they have made to it. He feels this contribution has been a very



positive one, and that the girls have added an intangible quality to the program which it would not have had if only boys had participated.

Initially, no girls had signed up for the program, and it turned out that the boys already enrolled not only took it upon themselves to recruit the girls but proved better at it than the guidance department.

Each participant is free to choose his or her own area of specialization, and there is no difference in the work or training given the boys and the girls. In fact, when boys have volunteered to help girls with some of the heavy work, the girls have refused the help, preferring to do the job entirely themselves.

Project Enterprise concentrates on making academic subjects accountable and related to the renovation. For example, the history offering specifically examines Marshfield history with emphasis on the historic role of the old Second Parish Church. The history of construction is also being explored.

In mathematics, students are relating classroom information to practical "on-the-job" needs in areas of estimating, measuring and cutting. The English curriculum uses "Working" by Studs Terkel as a primary resource and explores social and individual attitudes toward various occupations.

The academic curriculum is aimed at coordinating and enriching students' vocational experiences. In short, Project Enterprise is a totally new concept, and hopefully represents a more effective way of preparing the general curriculum student for his/her occupational future.

54. Child Care and Guidance

MILTON HIGH SCHOOL, Central Ave., Milton 02186
Superintendent: Harry B. McCormick
Reported by: Nancy Richardson
Information Contact: Nancy Richardson and Gene Hagan, Teachers, 617-696-7220
Administrative Contact: Roger Connor, Principal, 617-696-7220
Program began: September 1970
People involved: 1 staff, 65 students

The Child Care and Guidance program began out of a need for programs that were vocationally oriented. It is open to juniors and seniors, boys as well as girls. The students help operate a nursery school program in our high school two mornings per week.

In addition, these boys and girls have work experience as teacher aides in one or more of the following: kindergarten, first and second grade, parochial school rooms, or work with the retarded. Many of my students have chosen careers in this field because of their experience in the program.

55. House Carpentry Elementary Interns

GREENFIELD HIGH SCHOOL, Lenox Ave., Greenfield 01301
Superintendent: William R. Wright
Reported by: James J. O'Neil, Jr.
Information Contact: James J. O'Neil, Jr., Director of Occupational Education, 413-773-3650
Administrative Contact: Edward W. Jones, Principal, 413-773-3639
Program began: November 1973
People involved: 1 staff, 15 students

Within the past two years a number of girls have registered for a pre-vocational course in construction and carpentry. Last year, a request was made by our elementary teachers for assistance with manual arts--especially carpentry skills.

The house carpentry instructor responded by forming teaching teams of boys and girls and sending them out into the elementary schools on a weekly basis to serve as teaching interns in grades 1-6 and in the special class. Projects were used as hands-on training experiences. These sophomore, junior and senior students used their regular class time to build portable workbenches and to mill simple wood projects for their young students.

The success of this carpentry program has initiated a request for similar activity in most of the town's elementary schools. Before long more than 2000 elementary students could be sharing in a peer training program emphasizing career awareness.

56. Graphic Arts and Communication

NORTH MIDDLESEX REGIONAL HIGH SCHOOL, P. O. Box 482, Townsend 01469
Superintendent: Foster Shibles
Reported by: John I. Elegant
Information Contact: John I. Elegant, Project Director, 617-597-8196
Administrative Contact: Robert S. Hargraves, Principal, 617-597-8721
Program began: September 1974
People involved: 3 staff, 50 students

One purpose of schools is to prepare youngsters for earning a living in and around their own communities. It was in keeping with this idea that the Graphic Arts Program was started at North Middlesex Regional High School. There are numerous printing firms in the area whose growth demands the hiring of new people each year. As the result of a grant from the State of Massachusetts a program in Graphic Arts and Communication has been instituted.

The program gives students occupational skills as well as technical knowledge of the graphic communication industry, thus giving them a saleable skill upon graduation. A particularly unusual aspect of the program is that it is supported by a reading and math course for those students who are deficient in these areas. Each student entering the program is screened in these two areas and with the results of this screening is either placed in one, both or neither of the supporting classes.

The fifty students in the program (including eight girls), have the opportunity, after learning the basics of each area, to research any area to greater depth. The areas available to the students are silkscreening, linoleum block printing, offset printing, letterpress printing, process photography and photography.

Some of the activities in these areas are silkscreening on T-shirts; printing school forms, tickets, etc.; designing, cutting and printing a linoleum cut; exposing, developing and printing pictures; designing, planning, composing, and running a letterpress job; and fol-

lowing the photo-offset process through all of its stages.

The program, which is open to all students in grades nine through twelve, has been accepted as an integral part of the school community and has received great popularity thus far, throughout both the student body and faculty.

Evaluation of the program is accomplished through weekly staff meetings consisting of the graphic arts teacher, math teacher, reading teacher, program director and program counselors. There are additional monthly meetings with a team of two outside evaluators and the staff and input from students and teachers at monthly meetings of the Graphic Arts Advisory Council which consists of student representatives, parents, staff and administrators.

The grant provides money for equipment as well as the instructor of graphic arts and the supportive services of the math teacher, reading teacher, and a counselor.

57. Cabinetmaking—Millwork—House Carpentry

SILVER LAKE REGIONAL HIGH SCHOOL,
Pembroke St., Kingston 02364
Superintendent: Francis M. Mo[illegible]n
Reported by: Donald Siereve[illegible], Teacher
Information Contact: Norman G. Long, 617-585-3844
Administrative Contact: Albert F. Argenziano, Principal, 617-585-6544
Program began: September 1974
People involved: 2 staff, 75 students

Recognizing the need for today's students to be actively involved in the creative process, a program in cabinetmaking/millwork and house carpentry is offered to all boys and girls interested in this type of vocational endeavor. The students in the group are between 14 and 18 years of age.

In the field of cabinetmaking and millwork, students are involved in the making of all types of furniture, such as hutches, tables, desks, hi-fi or stereo cabinets, bookcases, and built-in units which includes kitchen cabinets, along with the operation of all up-to-date woodworking machines needed for the trade.

In the field of house carpentry, students are involved each year in the construction of a complete house project. This takes place in the four town area which comprises the district.

Both subjects have the students involved in the figuring of stock, cost of materials, blueprint reading and drawing. The program strives to achieve good workmanship and quality from all the students involved in the program.

58. The Human Element

SHAWSHEEN VALLEY TECHNICAL HIGH SCHOOL, 100 Cook St., Billerica 01866
Superintendent-Director: Benjamin Wolk
Reported by: Estelle Shanley, Public Relations Director
Information Contact: Donald Ayer, Summer School Coordinator, 617-667-2111
Program began: 1973
People involved: 1 staff, 22 students

(*Editor's Note:* Within the past several years girls have begun participating in the shop programs at Shawsheen Valley Tech. The article below, originally published as a newspaper feature story in August, 1974, deals with the human element as well as the course content of one of Shawsheen's summer programs.)

They're not weird, way-out, or bizzare, nor are they radical women libbers or well versed in feminist philosophy, but they are good at installing strapping, hammering, renovating and carrying out the fundamentals of carpentry.

Fifteen-year-old Peggie Dompier and Tewksbury tenth grader Denise Fortier are learning the trade at Shawsheen Tech's summer session and are willing to pit their brains and brawn against 20 male students if necessary to prove they can do the job.

Carpenter Instructor Leo Gaughan, obviously not threatened by the emergence of females into his hitherto all male shop confided in a recent interview that the girls are doing as well as boys. "They're not looking for favors and I can tell you they're not getting any" he said firmly.

Denise Fortier pauses reflectively from her task of installing strapping at Burlington's Center School which is under renovation by voc-ed students and reveals that she wants to work in construction. "I want to build homes, to see something emerge from my hands that will stand as a monument that is lasting" she said.

Clad in a "keep truckin'" T shirt and jeans she looks more like a carpenter than the carpenters themselves. Discarding a mouth full of nails into her nail apron, Denise Fortier's smile indicates her happiness with working in the casual learning environment that Shawsheen Tech administrators create during summer months.

Her companion Peggie Dompier, a full time secretarial science student at the vocational school is eager to learn carpentry and looks forward to utilizing techniques to enhance her family's Billerica home.

While some of her friends and even neighbors think she's weird enrolling in a carpentry course, Peggie is keenly interested in learning to make furniture, install panelling and use different kinds of tools. "I swim, play tennis, sew, cook, horseback ride and like to do carpentry" explained Peggie, adding "I don't think that's weird."

While such involvement for girls may be relatively new, it is now encouraged by the State Department of Education for with the passage of Chapter 622, no student can be discouraged from participating in any course, school activity or resource available on account of race, sex, color, national origin or religion. Translated, this means that female students will now have access to all courses traditionally closed to them including automotive, auto-body and carpentry in vocational schools and industrial arts in academic high school facilities.

"I don't see why girls shouldn't have the same chance to learn carpentry" confirmed Carpentry Instructor Leo Gaughan recently. He spoke of the tremendous challenges the shop program offers for both boys and girls and said "It has to be a personal decision."

Denise Fortier, the fourth child in a family of seven, is enrolled in a shop program at Tewksbury High School and definitely plans to pursue a career in construction. Recently she assisted her father, a maintenance man at General Foods in Woburn, in roofing their Tewksbury home. She found the experience exhilarating and relishes peer approval, especially from her boyfriend "who be-

lieves you should do what turns you on."

Peggie Dompier is currently constructing a wooden folding chair at Shawsheen Tech and looks forward to attending junior college upon graduation from the voc-ed facility. Her future plans include becoming a medical secretary and developing a wide range of hobbies that include carpentry, cooking, sewing and cake-making.

Both girls agree they had no difficulty adjusting to an all male shop and were especially grateful for the opportunity to "keep themselves occupied" during summer months. "We weren't treated like girls, we were treated like people" both girls revealed.

59. Integration of Boys and Girls In Shop Programs

WHITTIER REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL, 115 Amesbury Line Rd., Haverhill 01830
Superintendent: Donald MacDonald
Reported by: Brian Sullivan
Information Contacts: Margaret Fragala and Norman Campana, 617-375-0101
Administrative Contact: Florence Muldoon, Assistant to the Director, 617-375-0101
Program began: September 1974
People involved: 6 staff, 95 students

Roles of men and women are rapidly changing in the society of today and the people of Whittier Regional Vo-Tech High School are helping their students adjust to these new developments. Ninth grade students upon matriculation choose four shops for their vocational experience.

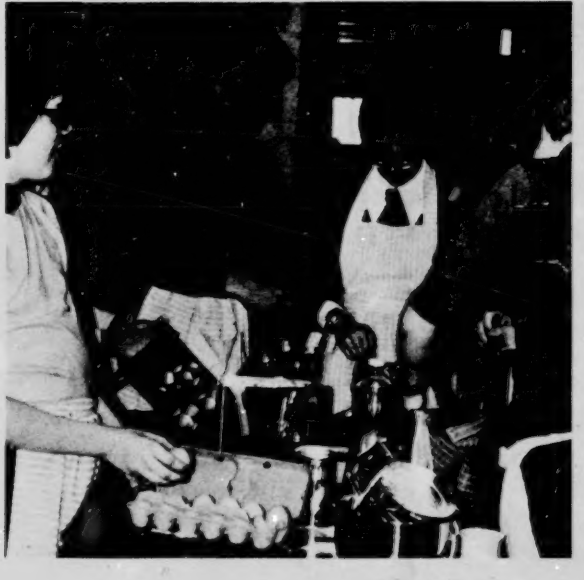
Each trade is chosen for its inherent value as a vocational option and as a potential feeder into other upperclass trades not offered during the freshman year. A student may learn basic electricity during ninth grade but in that course he or she also learns some basic electronics. In this way, a student is exposed to a number of trades so that he or she might make a more intelligent choice of an upper class shop.

New exploratory shops have been developed and the concepts of old shops have been expanded and updated. Boys and girls are now found together in shops which were regarded previously as the exclusive domain of one sex. Customarily, food and nutrition programs are the exclusive preserve of the young ladies. This ancient shibboleth against the male presence has been laid to rest successfully at Whittier.

Girls are enrolled in such traditionally masculine areas as automotive, carpentry, culinary arts, and painting and decorating. At the ninth grade level, Whittier has young women in the introductory electrical and electronics programs. Young men are integrated with their counterparts in most programs and everyone is enjoying it.

The Foods and Nutrition program at the ninth grade level is a five-week program. In the morning portion of the class, students are taught theory for future application in shops and for more effective total home management after the school experience is over. Such topics as comparative shopping, food preparation, home and kitchen sanitation are covered in the classroom.

In the afternoon the student moves to the kitchen of the modern apartment portion of the foods and nutrition laboratory. Here the student learns to apply basic cooking skills to the eventual production of an entire meal. At the end of the five-week session, students are able to prepare and to serve a very tasty meal in a home setting.



After having been exposed to the Foods and Nutrition program, a student can elect to continue the program in an advanced form as a dietary aide. Whether or not an advanced program is selected, both boys and girls have learned to be better partners in the home, or if any choose the single life, to better care for themselves.

Editor's Note: In September, 1972, Technical High School in Springfield became one of the first high schools in the country to accept girls in its Aerospace Education (ROTC) program. A write-up of the program appeared on page 75 of Kaleidoscope 11 (Early Fall 1974). Further information may be obtained from Charles W. Powers, Principal, Technical High School, 53 Elliot St., Springfield 01105, 413-737-1193.

K–12 PROGRAM

60. Career Education

MILFORD PUBLIC SCHOOLS, Milford 01757
Superintendent: James J. Buckley, Jr.
Reported by: Paul B. Scagnelli
Information Contact: Paul B. Scagnelli, Director, Career Information/Occupational Education, Milford High School, West Fountain St., 617-473-0018
Program began: 1970
People involved: 50 staff (directly involved), 4400 students

The Milford School System began its deep involvement with career education several years ago. Teachers, students, parents and community are actively involved in this program and more than $235,000 in federal funds has been received to develop occupational education programs at the secondary level.

From kindergarten through high school all aspects of this program are open to boys and girls on an equal basis. Neither boys nor girls are ever excluded from field trips, classroom presentations or any other part of the program because of a teacher's assumption that they probably wouldn't be interested. Sex stereotyping is also avoided by staff assessment and evaluation of career education material.

The program is divided administratively into four levels: elementary, middle, secondary, and the handicapped. The elementary level is headed by a Teacher Advisory Committee composed of elementary teaching staff from grades K-5, the Director of Career Education/Occupational Education and an Occupational Education Counselor acting as resource specialists and curriculum developers.

An Advisory Committee composed of leading citizens in the 15 occupational clusters as outlined by the U.S.O.E. helps with efforts to tap community resources, assess curriculum, and keep abreast of the rapid changes in industry. The Committee also assists in the job placement of students on the secondary level.

Released time on a weekly basis is given to all teachers at all levels to develop the career education concept.

At the elementary level parents are invited to take video tape equipment to work sites and later come to class to explain the specific duties of the filmed occupation. When possible we also videotape individuals who visit classrooms to give a live presentation of their skills. An Elementary Career Education Newsletter is used as a vehicle for dissemination of innovative ideas, curriculum assessment, and new materials, as well as colleague experimentation.

A Career Information Center has been developed at the Middle School where literature, cassette tapes, microfiche materials, films, and filmstrips are available to students describing hundreds of occupations, levels of entry, wages, educational requirements and other pertinent information. A teacher and industry advisory committee function on this level as well.

Students in the Middle School participate in field trips to local businesses and career conferences. This exploratory phase at the Middle School is presently in the process of being developed by the Middle School Career Education Advisory Committee which also meets on a monthly basis with the Director of Career Education and the Occupational Counselor. Released school time is made for developing career exploration ideas. The Career Information Center is presently manned by a paraprofessional who assists the students during this exploratory phase.

In addition to a Career Information Center, at the secondary level students have the opportunity to gain "hands on" experience by participation in non-sequential exploratory occupational education. Here, first year students (both boys and girls) explore seven areas in Trade and Industry, three areas in Home Economics-Child Care, and several areas in the Business Department. A period of 5 to 6 weeks is spent in each area and related careers from semi-skilled to professional levels are investigated. Currently, we have girls exploring areas such as cabinetmaking, graphic arts, and drafting. The food service area enrollment is about fifty percent boys and fifty percent girls. Boys are also enrolled in the child care program.

Second year, secondary students have the opportunity to explore two specific areas that they would like to develop for a period of a semester each. The junior year is a year of decision when the student can choose to specialize in a specific area, and for the ensuing year, further develop that marketable skill.

The Occupational Education staff (composed of 26 members) encourages boys and girls to participate in non-traditional roles. All students have the opportunity to register for courses traditionally assigned to one sex group.

To assist the high school students in assessment of aptitudes, interests, and abilities the Ohio Vocational Interest Survey has been recommended by a test committee and was administered for the first time in Milford in January 1975 to all sophomores.

To emphasize the importance of career education a "Career of the Week" program was begun in October of 1974 and will run through May 1975. The objective is to spotlight a cluster of careers biweekly. Through the use of school, community, business and industry resources, "The Career of the Week" highlights pertinent career information such as particular skills, levels of entry, educational requirements, occupational outlook, wages, etc. Guest speakers, displays, films, slide presentations, student participation are but a few of the approaches used for career information dissemination.

A career education survey of the 1973-1974 program reveals that 74% of the students participated in the occupational education program. Projections for the 1974-1975 school year indicate that as many as 85% of the high school population will be involved with occupational education programs.

The Comprehensive High School here in Milford is not in competition with the regional vocational high school. Rather, its underlying philosophy is one of allowing the students to develop as many options as possible. Many of the vocational high schools track their students through a four-year program. Milford's occupational program allows a student to enter and exit at various levels in the program. It is non-sequential in nature. The main objective is to provide students with low level entry marketable skills. This applies to all students, whether or not they are college-oriented.

By giving students at all levels an opportunity to relate their school work to potential careers, the program endeavors to develop self-awareness and self-direction in students and to expand student awareness of the career options available.

V. STAFF DEVELOPMENT

61. S.O.S. (Stereotyping of the Sexes)

ARLINGTON PUBLIC SCHOOLS, 23 Maple St., Arlington 02174
Superintendent: William T. Gibbs
Reported by: Joanne E. Coakley
Information Contact: Joanne E. Coakley, Guidance Counselor and Project Coordinator, 617-646-1000
Administrative Contact: Walter A. Devine, Jr., Director of Guidance, 617-646-1000
Program began: Summer 1974
People involved: 20 staff

Twenty teachers and counselors are participating in an in-service training project funded by ESEA Title III named S.O.S. (Stereotyping of the Sexes) designed to provide wider career and life choices for students. Group members represent Arlington High School, St. Anne's Episcopal School and Arlington Catholic High School. The group is composed of an equal number of men and women who vary in age, marital status, and opinions. Participants represent the academic areas of science, English, social studies, business, home economics, work-study, special and alternative education.

For two weeks during the summer of 1974, the twenty teachers and counselors met in a workshop to re-examine their attitudes and practices in regard to sexism in the classroom. They tried to identify some aspects of sexism in their particular academic fields and to develop plans for changes in personal attitudes and in teaching methods. A growing awareness among group members that classroom activities and counseling practices perpetuate sex-role stereotypes encouraged participants to design projects that would help in the identification and elimination of sexist practices in schools.

The second phase of the workshop, six half-day meetings, is continuing during this school year. Group members are meeting together to continue curriculum development, to share classroom innovations and to organize and implement individual projects. The projects that members have designed have three purposes: (1) to present facts about sex-role stereotyping in employment to the students; (2) to help students become more aware of their own limiting attitudes about stereotyping, and (3) to provide resources for students and teachers who wish to implement change because of their increased awareness.

Specific classroom projects include:

- In a senior science class students are examining current scientific thoughts on biological differences between men and women.
- In a media elective, students are developing a unit of women's roles as presented by television and advertising.
- In American history, students are doing research on the roles of women in America's development. They are focusing on women's contributions and social roles.
- In an English elective (Literature of Fantasy) the students are creating a unit on sexism in children's literature. They are also conducting a survey among elementary and junior high students to determine the parallel between the reading children do and their attitudes about stereotyping.

Other projects center on students who follow the general curriculum and who will seek entry-level jobs without specific skill training. Most high school graduates think of themselves in traditional male-female roles in regard to employment. These projects attempt to change this limited self-image by showing students the legislative and soci-

etal changes affecting the roles of men and women in the world of work.

Several guidance counselors from all of Arlington's secondary schools are planning a community career day to acquaint students with non-stereotyped career opportunities. Members of the career and occupational education departments are also hoping to introduce an exploratory component in career education in the elementary school.

Teachers and students will publish a directory listing non-traditional work opportunities for high school women graduating from the general curriculum course. As part of a course "Taking on the World" students will visit, interview, and describe prospective employment situations.

Several teachers are working on a cooperative project to inform all senior students about equal job opportunities. Some students will participate in an attitudinal survey to explore occupational awareness. All senior students will be given an information booklet written by workshop members about Massachusetts laws regarding sex discrimination in employment.

A resource center has been established by members of the project so they can share their ideas and materials with other schools within Arlington.

62. Equal Opportunity Committee

WORCESTER PUBLIC SCHOOLS, 20 Irving St., Worcester 01609
Superintendent: John Connor
Reported by: Mary Batchelder Koch, Committee-Co-Chairperson
Information Contacts: Joseph A. Keefe, Deputy Superintendent of Schools, 617-798-2521, x25; and Mary Batchelder Koch, Providence Junior High School, 211 Providence St., 617-791-8751
Program began: June 1974
People involved: 38 staff

Do some categories of students receive a greater proportion of the school budget and its facilities than others?

Are there subtle "put downs" to students whose values and efforts are different than those of their teachers?

"Sally, being a doctor is so hard and so demanding for a woman – don't you think nursing is more suited to you?"

Does the school reinforce role stereotypes by establishing barriers prohibiting admission to courses or discouraging choices of its students?

Is every child availed of all the possible alternatives open or does the school help maintain class and social barriers?

Does the school curriculum further reinforce stereotypes and restrict alternatives?

Do the Worcester Public Schools discriminate in any way when hiring or promoting staff members?

Do teachers prepare better for some classes than others?

These are some of the questions which the Ad Hoc Committee for Chapter 622 (the Equal Opportunity Committee) was established to help answer. Members were recruited from a wide range of schools and also from community groups. In addition to examining the policies and programs of the Worcester Public Schools, the Committee is providing information and alternative strategies for aiding the complete implementation of the principles of equality cited in Chapter 622.

Subcommittees have been set up to examine the areas of staff development, extracurricular and athletic activities, admission to courses, course content and curriculum, procedural methods of devel-

opment, cost and budget (for implementing equal opportunity), student guidance, career education, community and school relations.

By early fall 1974 the Committee had made preliminary recommendations to the school administration, including input in connection with the 1975-76 school budget. As a result of these recommendations, boys and girls were admitted to classes previously segregated by sex.

Opportunities for girls in athletics were increased--elementary age girls were offered a variety of intramural games and activities and were encouraged to try out for the flag football team. Now several teams are coed. Additional coed physical education classes were also made available at the senior high school level.

A staff development course entitled, "Sexism: A Case for Change in the Public Schools (K-12)" was offered during the fall of 1974 with the goal of eliminating discriminatory sexist practices in the classroom. Included in the course were: Focus on Chapter 622, Sex Role Stereotypes; History of Education of Women in America; Curriculum and Textbooks; the "Hidden Curriculum"; Athletics and Extra-Curricular Activities; Developing Feminist Studies; Guidance, Counseling and Career Education.

In late October 1974 the Committee made a major presentation on the implementation of its recommendations to the faculties of 12 elementary, 2 junior highs and a senior high. Workshops are being organized for teachers in the areas of industrial arts, home economics and physical education to be held in January and February 1975.

In-service programs for guidance counselors will be offered starting in January 1975 using both in-system and outside resources. In-building released time sessions in February and March will feature presentations by the Committee's building liaison people to the individual school staffs. An all-day workshop for these liaison people has also been scheduled.

The Committee will then utilize the month of June 1975 to chart its future direction in light of its interaction with the Worcester School Committee.

63. Sex-Role Stereotyping Committee

BROOKLINE PUBLIC SCHOOLS, 115 Greenough St., Brookline 02146
Superintendent: Robert I. Sperber
Reported by: Ethel Sadowsky
Information Contact: Ethel Sadowsky, Committee Co-Chairperson, Brookline High School, 617-734-1111 x276
Program began: June 1973
People involved: 100 staff, parents and students

The Committee on Sex-Role Stereotyping was organized after several parents expressed their interest and concern to the School Committee in June 1973. The superintendent appointed two co-chairpersons, and the committee held its first meeting in October 1973 with more than 50 parents, students, teachers and administrators in attendance.

Four subcommittees were set up to assume responsibility for curriculum and materials; physical education; teacher counselor and administrator attitudes; and career aspirations. Each subcommittee met frequently throughout the school year. At the request of parents, most of these meetings were held at night or in late afternoon.

The Attitudes Subcommittee was composed of a group of hard-working high school students (mostly girls, but with a few boys) and teachers. The group wrote, performed and placed on videotape a play dealing with the effects of stereotyping in the home and in school on boys and girls. It is aimed at elementary school audiences. Questions and concepts to think about are distributed to the audiences before the program, and the play is followed by a discussion.

Feeling that the play did not touch upon all the dimensions of attitude change they wanted to include, the members of the subcommittee also produced a booklet focusing on the ways stereotyping is perpetuated and addressed to parent, teacher and administrator attitudes. The booklet consists of brief examples of stereotyping illustrated by a student artist and concludes with a short student-written essay.

The Curriculum Subcommittee established evaluation guidelines for print, non-print and manipulative materials. These guidelines were accepted by the School Committee in May, 1974. Book publishers have been informed that Brookline Schools will make every effort to adhere to these guidelines in placing future orders. The Committee also planned programs for presentation to elementary faculties. A set of guide questions for use in evaluating both current materials and possible new acquisitions was pilot tested and submitted to the Directors of Instruction. The Subcommittee also made a slide tape for presentation as a departure for discussion at faculty meetings.

The Physical Education Subcommittee surveyed the girls in grades 7-12 to learn what interscholastic sports would be of most interest to them. As a result of the Subcommittee's recommendations a number of new sports for girls were added. (Full information about this may be found in article number 18 in this issue of Kaleidoscope.) Other recommendations were that girls be given equal time and equal use of facilities in after-school programs in the elementary school gyms and that physical education classes be made coeducational in grades 5-8.

The Career Aspirations Subcommittee sponsored a seminar for students, parents and faculty featuring individuals who have careers which are typically reserved for the opposite sex. The seminar featured four women from the fields of science and engineering and drew more than 200 students, parents and faculty members. Individual members of the subcommittee also invited speakers to their classes representing non-stereotyped careers and roles.

As a result of the work of the Sex-Role Stereotyping Committee the level of awareness of most staff members of the implications of sex-role stereotyping has greatly increased. Many teachers, librarians, counselors and administrators have noted the increased consciousness in their schools.

In addition, the library at the High School has built a section on women's issues and sex-role stereotyping, and has created a comprehensive bibliography in this area. The library has purchased the slide tape, "Dick and Jane as Victims," an enlightening presentation on sex-role stereotyping in readers. The library also owns "Sugar and Spice," a new film on stereotyping. These visual productions, along with other materials (some of it produced by Brookline's Sex-Role Stereotyping Committee) will be used in in-service training of the Brookline staff and will also be used with student groups.

A high school art teacher also created a poster on sex stereotyping which was distributed to the schools and the administrative offices.

"No doubt about your qualifications, Mrs. Caldwell, but with a husband and two kids, do you really think you can handle a full-time job?"

"Nice to have you on the team, Bill. And it's good to hear you have a wife and two kids. We like family men."

VI. COLLEGE PROGRAMS FOR TEACHERS

64. Women's Leadership And Family of Man

BOSTON UNIVERSITY SCHOOL OF EDUCATION, 765 Commonwealth Ave., Boston 02215
Information Contact: Ruth Richards, 617-353-3198 or 353-3213 (Women's Leadership); Anton Lahnston, 617-353-3185 (Family of Man)

Women's Leadership

Boston University recently began a federally sponsored program designed to prepare women for leadership roles in adult education. Funds for the $79,000 graduate-level program were distributed through the Massachusetts Department of Education's Bureau of Adult Services. The grant provides tuition and living allowances for ten Massachusetts women studying at the University.

Each student participating in the one-year program selects courses meeting her individual professional goals. The curriculum includes seminars in problems and issues in urban education, educational management and organizational analysis.

The students will also serve internships in adult educational institutions throughout the Commonwealth. In addition to learning management and administrative skills, the students are encouraged to broaden their career outlook and realize their full potential as professional educators.

In connection with this program, a resource center has been established which offers information on educational and job opportunities for women. It is located in Room 1611 in the School of Education and is open from 1 until 4 on Monday, Tuesday and Wednesday and from 9 until 12 on Friday. Further information may be obtained from Diane Joyce, 617-353-3209.

Family of Man

Forty Massachusetts educators learned the philosophy and teaching strategies of "Family of Man" at Boston University's School of Education this summer. The 15-day course was sponsored by a $20,000 National Science Foundation grant.

The Family of Man curriculum is made up of kits containing artifacts, film strips, photos, games and other information on family life in various cultures. A kit dealing with kibbutz life, for example, contains a dreidel which is used to play a familiar Jewish game. There are others on Japanese life, the Ashanti of Ghana and early New England.

The educators who attended learned how to develop a heightened sense of inquiry in the students they teach. By using certain questions, students are encouraged to generalize from the data presented in the "Family of Man." Rather than being dismissed, faulty generalizations are used to develop hypotheses to be tested with additional information.

One goal of the course is to create a sense of world mindedness in young children. Also included in the NSF-sponsored program are techniques designed to help children create their own kits on other cultures.

"Family of Man" was developed at the University of Minnesota. The kits are published by Selective Education Equipment (S.E.E.) of Newton.

Assistance is now available through Boston University to teachers and administrators who wish to start using the Family of Man program. For further information contact Anton Lahnston, 617-353-3185.

65. Literature for Children

GARLAND JUNIOR COLLEGE, 409 Commonwealth Ave., Boston 02215
Information Contact: Marian Blum, 617-266-7585, x54

The Associate degree program at Garland in Early Childhood Education prepares students to work in nursery schools and day care centers. The literature course deals primarily with books and language arts for pre-school children.

Some of the assigned readings are: MacCann, "The Black American in Books for Children," especially Parts I and V (Scarecrow Press, 1972); "Dick and Jane as Victims" (N.O.W., 1972); and Weitzman, "Sex role Socialization in Picture Books" (unpublished manuscript).

Several weeks of class time and homework are devoted to critically examining specific picture books that deal with the portrayal of female characters, of blacks, and of other minority groups.

66. Images of Women And Sexism in Education

LESLEY COLLEGE, 29 Everett St., Cambridge 02138
Information Contact: Miriam M. Ritvo, Dean of Students, 617-868-9600

Lesley College is a four-year women's college for the training of teachers for early childhood and elementary teaching. Two courses are offered at Lesley which provide teachers-in-training an opportunity to examine the role and gender socialization process, stereotypes which they may hold for themselves and others, and to study the sexism which is pervasive in society. The focus is in the pre-school, primary and elementary classrooms, Lesley's specialties.

"Images of Women" is a seminar course which examines the traditional assumptions and the differences between actual and mythical roles of women, by focusing on works from history, literature, psychology, law, education and media. There is an emphasis on affective, as well as cognitive learnings in this course, in the hope of creating conditions for personal and social growth, thus enhancing the competence of women teachers.

Teachers-in-training are helped to differentiate between role, function and personhood and to examine attitudes and aspirations. By becoming aware of biases and myths, the students can develop more accurate views of themselves.

Three general areas are analyzed:

1. The Female Role which examines societal myths, stereotypes, patterns of work and economics, legal rights and responsibilities, the structure of oppression and alternative life-styles.
2. Nature of Women which examines biological factors, psychological determinants, effects of minority status and the changing attitudes toward the nature of women.
3. Toward Freedom which examines the history of the human liberation movement from the perspective of white and black women.

Students in this course meet weekly for a three-hour seminar. There are weekly assignments and critical issue cards which the student prepares based on the readings. Guest resources are invited to the seminar and the students do the appropriate readings to prepare for the specialty of the guest.

Students prepare an on-going media portfolio in addition to giving a class presentation individually or in teams. In addition a student does a project or activity which must include research and/or field work such as a critique of five curriculum packages currently used in public school, or visitations to two women's health clinics.

Required texts: "The Feminine Mystique" by Betty Friedan; "Masculine/Feminine" by Betty and Theodore Roszak; "Sexism in School and Society" by Nancy Frazier; and "The Black Woman" by Toni Cade. There is also an ever-growing file of clippings, articles, pictures, monographs, etc. in the Women's Resource Center. Evaluation is done by a written personal statement.

Sexism in Education is a seminar which focuses on the study of sexism in preschool, primary and elementary classrooms. Students examine how sex-role stereotyping develops in young children; how such stereotyping affects the child's self-concept and view of her/his life as an adult, particularly with respect to job and career aspirations and life style; how teachers can deal with stereotyped sex roles in children's literature and textbooks; how teachers can become sensitized to his/her own role conditioning which may produce such behaviors as differing expectations of boys/girls and unconscious discrimination. Sex-role stereotyping is also explored in the context of child development and child rearing practices in the United States.

Students in this course meet weekly for 1 1/2 hours for two semesters. There are four major areas which are covered:

1. An examination of how children acquire sex-role stereotyping by looking at the family, media, social institutions, especially the schools.
2. A study of the laws to determine the legal aspects of discrimination and the provisions for equal opportunity and affirmative action.
3. Analysis of teacher behavior - their values and unconscious discriminatory practices. Students are given a bibliography which helps examine sex bias materials.
4. A content analysis of texts, technologies, and curriculum. Students are encouraged to develop new non-sexist materials and methods for the classroom to counteract existing sex biases. There is an opportunity for direct transfer of learnings since these students try new approaches and curriculum changes through their student teaching which is concurrent with the seminar.

67. Urban Arts Project

MASSACHUSETTS COLLEGE OF ART, 365 Brookline Ave., Boston 02215
Information Contact: Elaine Wong, 617-731-2340, x40

The course, Urban Arts Project, is designed for the Art Education major at the Massachusetts College of Art. It allows students to extend their teaching experiences into an urban, non-public school setting.

Working in such situations provides college students with another aspect of the city pupils' environment not usually available in the public school setting. Here the pupil is seen in relation to the family neighborhood and community. The college student sees how these have an impact on the pupils' development. Recreational centers, hospitals, health centers, nursing homes, day care centers allow the whole spectrum of age, race and gender.

Supportive reading in current urban sociological studies, monographs on creative projects and processes feasible in an urban setting are part of the theoretical component of the course. Weekly seminars explore the history, resources, and life-styles of minority groups which students encounter.

Supplementary films and slides and forums with community participants help to define attitudes and stereotypes in the societal framework in which minorities work and live. The creative products in the history of the original civilizations of city minorities are studied to clarify their cultural make-up and investigate their potential role in assimilation in the American urban scene.

68. Education In the American Culture

MERRIMACK COLLEGE, North Andover 01845
Information Contact: William Russell, 617-683-7111, x368

Workshops for undergraduates on multicultural education, teacher education and human rights and on sexual and racial stereotypes in textbooks are given in an education seminar. Each of these areas is considered for approximately two weeks.

In a course entitled Problems of Urban Education, a considerable amount of time is spent on curriculum for minority groups, methodology, cultural pluralism, bias in testing, the IQ controversy, myths concerning cultural deprivation and financial inequities.

A course entitled Education in the American Culture treats topics such as class bias and racism in education. It traces the court decisions affecting equal educational opportunity both from the viewpoint of race and finances. Also the topics of sexism and civil rights, especially first amendment rights of students and teachers, are considered in depth.

69. Understanding the Students' Socio-Cultural Environment

NICHOLS COLLEGE, Dudley 01570
Information Contact: Bruce S. Baker, 617-943-1560

During 1974-75, the courses in Education at Nichols College have included considerable emphasis upon the necessity of understanding the socio-cultural environment of the student as it impinges upon the professional work of the teacher. All phases of exceptionality ranging from the gifted child to the disadvantaged child are studied; the older stress on the "average" or the "middle" segments in the teacher's class has been considerably altered and extended in our approach to teacher-training.

We have attempted to implement this understanding of the diversity of our school population through readings, films, speakers, and visits by individual students and committees to public schools and other facilities which are activating the Equal Educational Opportunity law. We try to give our teacher-trainees a realistic understanding of what teaching "all the children of all the people" truly means!

70. Ethnic and Cultural Aspects of Teaching

SPRINGFIELD COLLEGE, Alden St., Springfield 01109
Information Contact: Thomas L. Bernard, 413-787-2325

Several courses for undergraduates at Springfield College deal with various aspects of teaching students of different ethnic and cultural backgrounds.

"Intergroup Education" considers the challenges and problems arising in education when children of various racial, ethnic, religious and socio-economic backgrounds interact.

"Teaching the Educationally Unreached" deals with the problems of reaching the educationally unreached in city and suburban schools. Relevant educational purposes and process, class bias, racism and educators' attitudes are typical subjects.

"Dynamics of Teaching Minority Groups" explores the educational problems of minority groups, examines myths and facts related to the educability of culturally disadvantaged children, and investigates non-traditional approaches to teaching.

"Foundations of Education: Social and Cultural" covers the problems of urban communities with special attention to the education of minority group members. Concepts such as compensatory education, bilingual-bicultural studies, street academies and community schools are discussed.

"Multicultural Foundations of Education" is designed to help students become aware of their own cultures as well as the similarities and differences in other cultural patterns. Special emphasis is placed on the problems of bilingual and bicultural students. In the event that some segments of society are not represented sufficiently in the class, the instructor invites members of these other groups to the class after informing them of the intent of the course.

"Education for the Culturally Different" is designed to increase understanding of the special needs of children from minority cultures, and provides an understanding of the theories of education (past and present) for such children with emphasis on current experiments and current research.

71. Training for Work With Minority Groups

STONEHILL COLLEGE, North Easton 02356
Information Contact: Albert Ciri, 617-238-2052, x216

The Child Development Department offers undergraduate programs for future teachers in cooperation with a suburban all Black school (K-12) in Clarksdale, Mississippi and a school serving an American Indian population in Mission, South Dakota.

In addition to their professional training for elementary education, Child Development majors who wish to work with minority groups in the programs listed above are encouraged or required to select electives from courses offered by the History Department such as:

"Women in America" surveys the history of American women from the 17th Century to the present.

"A History of Values in 20th Century America" - using the family as a reference point, looks at the transmission of values that form attitudes toward: sex-roles, work, play, education, religion, sex, money and success.

"Ethnic Minorities in the United States" - a study of the role played by immigration from Europe and Latin America in the movement of the United States from an Anglo-Saxon nation into a pluralistic nation.

VII. ETHNIC STUDIES

ELEMENTARY SCHOOLS

72. Exploding the Myths of Prejudice

CHARLES RODERICK ELEMENTARY SCHOOL, Taunton St., Wrentham 02093
Superintendent: Robert B. O'Connell
Reported by: Jeanne Roche and Shelley Baglino, Teachers
Information Contact: Albert Gibbons, Principal, 617-384-2160
Program began: September 1972
People involved: 4 staff, 100 students

Exploding the Myths of Prejudice is a multi-media instructional kit involving the use of records and filmstrips dealing with the study of racial, religious and cultural prejudices. Its use in the classroom involves much discussion centered around questions and specific vocabulary which accompany the kit.

A teacher's guide includes several suggested activities as follow-up such as:

- Using newspaper want ads, discuss the meaning and implications of the term "equal opportunity employer".
- Discuss the term "melting pot". On a map of the U.S. point out where people of various nationalities have settled.
- Construct charts of what various racial, religious, and cultural groups have contributed to our society in terms of food, clothing, music, dance, art, literature, etc.
- Report on a Semitic nation--its history from ancient times to present with a stress on its cultural background.

The objectives of the program are to help students realize that more similarities than differences exist between people, to correct common errors related to ethnic groups, to develop an understanding of people's ability to adapt to their environment--thus the reason for many differences in appearance, to explain the differences in racial types, and to understand the culture of various races and religions.

73. Cultural Contributions Of Ethnic Groups

OAK HILL SCHOOL, 130 Wheeler Rd., Newton 02159
Superintendent: Aaron Fink
Reported by: William S. MacDonald
Information Contact: William S. MacDonald, Teacher, 617-527-5564
Program began: 1973
People involved: 6 staff, 133 students

As a result of a race awareness workshop conducted in the fall of 1973, the decision was made to stress the contributions of various ethnic groups to the culture in which we live. This was done in grade four by searching out special materials of a visual or simulation nature in geography. When studying exploration - the origins of slavery in the Western World were stressed. What heritage did the people who had been made slaves bring with them to the West from Africa? What happened to the Jews in Spain in 1492 and why?

As we proceed through the year such filmstrips as Black and White Rabbit followed up by simulations are used. Constant reference is made to contributions of differing ethnic groups which appear in the news. When racial or

ethnic problems are encountered we deal with them on a real basis. Current events is focused in the same way.

In grade five, the focus is on what race is all about through the study of human and animal characteristics and why we have them. The work on the Eskimos brings out feelings of difference in culture, and the students go through minor cultural shock. This offers the opportunity to discuss why other peoples practices may differ from ours.

In grade six, the People and Technology program provides a very excellent opportunity for the students to learn about the contributions of people of various ethnic backgrounds to the development of the world's technology.

74. U.S.: A Nation of Immigrants

OSTERVILLE ELEMENTARY SCHOOL, Bumps River Rd., Osterville 02655
Superintendent: Edward Tynan
Reported by: Judith A. Alberico, Teacher
Information Contact: Margaret O'Neil, Principal, 617-428-6638
Administrative Contact: William Geick, Assistant Superintendent, School Administration Building, Main St., Hyannis 02601, 617-771-2211
Program began: October 1973
People involved: 1 staff, 25 students

The program originated as an enrichment project for a fifth grade accelerated group. It is now used as a part of the entire fifth grade social studies program.

The class is divided into groups to research different ethnic groups, e.g., American Indian, Italian, Negro, Irish. The research includes developing the answers to such questions as: Where did these people come from? Why did they migrate to the United States? Why did they settle in the particular region of the United States? Another sub group researches outstanding people in the ethnic group and the contributions made by these people.

The program culminates with audio-visual reports, given by students; presentations by resource people from the community and an international festival. The objectives of the program are to enable students to gain an appreciation of other ethnic groups and cultures and an understanding of the types of people who settled the United States and their contributions to our present day society.

75. Brotherhood Programs

WILLIAM M. TROTTER SCHOOL, 135 Humboldt Ave., Roxbury, Boston 02119
Superintendent: William J. Leary
Reported by: Barbara Sherman and Adam Artis
Information Contacts: Barbara Sherman and Adam Artis, Teachers, 617-427-3180
Administrative Contact: Barbara L. Jackson, Assistant Director, 617-427-3180
Program began: 1969
People involved: 2 staff, 50 students

The Annual Brotherhood Feast is a joint cooperative venture involving two teachers and their fourth and fifth grade students. The objectives are to bring about a feeling of mutual cooperation and sharing between the students in the two rooms. This is accomplished by inviting the students and their parents to bring in different culinary treats that they enjoy and would like to share with others.

Over the years we have sampled dishes from the Philippines, Israel, Greece, China and Japan, not to mention dishes associated with New England and with the South. A cookbook of the recipes is published by students, and there are also discussions of the ideas of brotherhood, sharing and appreciating the individual differences of people.

Brotherhood Programs (continued)

ST. DOMINIC'S INSTITUTE, 200 Ivy St., Brookline 02146
Reported by: Afrika H. Lambe
Information Contact: Afrika H. Lambe, Music Teacher, 617-232-5100
Administrative Contact: Sister Jacqueline, Principal, 617-232-5100
Program began: September 1974
People involved: all staff and students

We are a school that is predominately non-white. In order to understand one another, we have instituted an International Buffet in the spring, a Black History Week during which the entire school studies the contributions made by the Black people of America, and a unity service week when different religions are brought to the attention of the students and faculty.

76. Human Awareness Project

CARR SCHOOL, 225 Nevada St., Newtonville 02160
Superintendent: Aaron Fink
Reported by: Sally Webber
Information Contact: Sally Webber, Project Co-Director, 617-527-5390
Administrative Contact: W. Bruce MacDonald, Principal, 617-527-5390
Program began: Fall 1974
People involved: 21 staff, 310 students

The Carr School population is a very diverse group, which includes children from a wide variety of ethnic backgrounds. There is a need to teach children to better understand themselves and the richness that comes from cultural diversity. Emphasis has currently been focused on "race awareness", but this concept seemed even too confining, so a

program, focusing on "human awareness" was developed. The program is co-directed by the school librarian and a sixth grade teacher who were successful in obtaining ESEA Title II funds for materials.

In the primary grades, the focus is on self-awareness, broadening throughout the grades into an awareness of all people. Multi-media materials were purchased so that a wide variety of activities can be conducted at various instructional levels. Classroom teachers, specialists and parents are involved.

Activities include creative dramatics, filming, book-making, project construction, writing, taking surveys, and making studies of ethnic and racial groups. The year's activities will conclude with a human awareness program which will be held one night in May. Music, art, physical education will be integrated in the program, and parents will participate as well as students and teachers.

77. We Too Helped Build America

MC NEILL ELEMENTARY SCHOOL, Fencourt Ave., Randolph 02368
Superintendent: Thomas Warren
Reported by: Olga G. Lyken
Information Contact: Olga G. Lyken, Teacher and Project Developer, 617-963-7811
Administrative Contact: Claire Lucey, Principal, 617-963-7811
Program began: February 1972
People involved: 1 staff, 25 students

As a Black teacher, I observed negative remarks and attitudes among some students toward non-whites. I felt there was a need to acquaint the students with the suffering and accomplishments of the Black Americans.

The month of February was chosen for the mini-course inasmuch as this month includes Valentine's Day (LOVE), Brotherhood Week and Black History Week. Among the materials we use are filmstrips covering life in Africa through slavery and Civil War to present day struggles; records and filmstrips - Folktales of Africa (Culture); biographies and stories of Black Americans and their achievements; games (Black Experience, Freedom Journey, Afro American Puzzles, card games); magazines (Ebony Jr., Golden Legacy Illustrated History Magazine) and the Black History Calendar.

For one activity, each student assumes the role of a Black American. He/she researches the history of the person and writes a report of his/her life. At the end of the month, the students present a mini "This is My Life" for other classes.

Through informal evaluation, I have found that the attitudes of the children have improved, and several each year have continued reading about their Black "brothers and sisters."

78. Culture and Identity

NEWTON COUNTRY DAY SCHOOL OF THE SACRED HEART, 785 Centre St., Newton 02158
Principal: Sister Ann Morgan
Reported by: Ardis Cameron, Project Director and Sister Anne Higgins, Project Developers
Information Contact: Sister Wolfington, 617-244-4246
Administrative Contact: Sister Sessions, Librarian, 617-244-4246
Program began: September 1974
People involved: 3 staff, 35 students

The American Studies Program entitled "Culture and Identity" was introduced at Newton Country Day School of the Sacred Heart in 1970. It was designed as an interdisciplinary study of the American experience for eleventh graders. The students were introduced to a "humanistic approach" to the American tradition. The school's expectation was that once students had experienced the underlying unity of a nation's cultural development through the interaction of historical, literary, sociological, philosophical and artistic studies, they would have a perspective through which to view their

own culture and understand the cultures of other nations.

While successful, it became apparent that students at that age are formulating their own personal identity and need help in discovering the cultural dimensions of that identity. Secondly, within our own country need exists to re-examine our national goals, beliefs, priorities, prejudices, etc., in the light of renewed awareness of our culturally pluralistic society. It was felt the course would be more responsive to these issues by use of more visual aids, greater contact with national origins, utilization of the resources of the multi-ethnic Boston community and student sharing of experiences through film-making and multi-media projects.

With a grant from ESEA Title II, books, slides, maps, transparencies, filmstrips, movies, microfilm have been added to the school media library center.

This year the students will be involved in the following types of activities:

- Researching their own ethnic background by investigating their family heritage.
- Using numerous primary resources, the student will develop and express in autobiographical form the life situation, attitudes and values of a fictitious immigrant experience. These projects will be presented in visual or written form.
- Research the development of any one of the ethnic communities in metropolitan Boston.
- Students will select one major metropolitan area in the U.S. and examine the growth and economic expansion of the immigrant population in order to test the validity of the "melting pot theory".
- Small group investigation of the acculturation process of specific ethnic groups.

Although cultural awareness is not as easily measurable as are content and skills, the following method has been devised as an experiment. At the beginning of the course, each student will be asked to fill out a questionnaire concerning her cultural awareness. At the end of the program, students will be presented with a similar questionnaire and again asked to respond. Data derived from these two sets of responses will be compared and evaluated by the students.

79. Project Awareness

CHARLES M. FROLIO SCHOOL, 1071 Washington St., Abington 02351
Superintendent: William Casey
Reported by: Julie McDevitt
Information Contact: Julie McDevitt, Teacher, 617-871-0558
Administrative Contact: Joseph K. Sergi, Principal, 617-871-0558
Program began: February 1974
People involved: 2 staff, 60 students

As teachers we recognize the urgent need to promote a greater understanding of the cultures and contributions of all ethnic groups in our country and in the world. This is particularly true in our school because most of the students are from similar ethnic backgrounds.

Using the MATCH kits and other materials, which the principal purchased with ESEA Title III funds, each class prepares an in-depth study of one culture each semester. Using artifacts from the kits, students then give a demonstration for the other classes on the culture studied.

So far we have studied the Jewish culture with a kit about Israel, the Black culture with a kit on Africa, the Greek culture and the Russian culture. We are currently studying the Japanese culture. These cultures were chosen because of the great influence the people of these ethnic backgrounds have had on the culture of the United States.

We are also having classroom discussions on the changing role of women in our society and the contribution women have made to the history of our country. These discussions have resulted from a new reading series we are using on our Controlled Reader with stories about women such as Susan B. Anthony, Shirley Chisholm, Dr. Helen Taussig and Anne Bailey.

SECONDARY SCHOOLS

80. Our First Americans

INTERMEDIATE SCHOOL, 4 North Bedford St., East Bridgewater 02333
Superintendent: Stanley Goldman
Reported by: Annette Raphel
Information Contact: Annette Raphel, Teacher, 617-378-7272
Administrative Contact: Raymond Cabana, Principal, 617-378-7272
Program began: 1973
People involved: 4 staff, 100 students

The standard beginning for the fifth grade social studies program in our school was the introduction of the exploration of the Americas. It became immediately obvious, when beset by students' queries, that although the exposure to explorers was there, the exposure to those the explorers met - the Indians - was not. After discussions with teachers in our team, with students, and with administration, we decided to add a new unit to fifth grade social studies.

Although the reason for initiating an Indian unit was simply to add a new broader perspective to the study of America, we found many important secondary results - seeing the "other guy's" side of a story, empathy for people, comparisons of similarities and observations of differences between another culture and ourselves.

We found that suddenly things taken for granted in an all white middle class culture were carefully examined. News was carefully reviewed, heated letters written, research became important and purposeful. But most of all - we managed to take the cliches out and still retain a strong teaching method dealing with prejudices, preconceptions, and propaganda.

The teachers engaged in teaching the Indian unit worked feverishly collecting books, charts, filmstrips, and other information. Each group of children chose a tribe that they would like to study - and from their specific research - as a class, we generalized. With our generalizations came understandings that people are affected by where they live, their friends and enemies, beliefs, and their customs.

Letters were written to state chambers of commerce, information gathered from materials provided by the teacher and we even had parent supplied materials. Cooperation surfaced and ideas were shared. How gratifying it was when children rushed in with bits and pieces of what they considered to be incredible information. Wounded Knee dominated the conversations on days set aside for current events. Indian games were played and compared to our own.

We had a speaker from a local red man's association who, with headdress and full regalia, enlightened us about the customs of the local tribe - the Wamponoags - created magic and dispelled myths. The allotted 50 minutes for the assembly stretched into an hour and a half of enchantment.

We sampled foods, and discussed the variety of diets depending on availability of certain plants and animals - it was amazing that our own eating habits depended on the same set of circumstances! We discussed the advantages of barter over money - and vice versa. We were introduced to Indians of national importance. We danced to their music, told our own tales by constructing totem poles, and wrote about life in longhouses or tepees.

Special projects relating to the tribe that a group was working on daily, filled the room - and we appreciated seed drawings, colorful tepees, and even discovered the marvels of the Pueblos' means of defense. We listened to Indian stories...we carefully studied where the Indians came from, and why they moved. We studied sign language and learned to communicate in a limited way with one another.

At the end of our two month unit - there were groans in the class. An intense enrichment experience was ending. We had discovered so much that bulletin boards were crammed with projects, discoveries, and information. Each child had come to identify with his certain tribe. We had learned about another

culture and come to accept another viewpoint of our heritage.

These children will approach American history with a special enlightenment. They will never be passive while reading an article about Indian inequality. Some of them are still collecting information and artifacts - especially on vacations. Visits to nearby Plimouth Plantation assume a new perspective.

And, the teachers are working on improving the unit this year. We have purchased new books and a special map delineating major tribes in our state. We have seen that through the study of another people, children begin to understand certain fundamentals about all peoples. They internally know, now, that there are two viewpoints to all major issues.

What better way of teaching these important concepts than by letting children discover these things for themselves. A study of Indians allowed enough freedom, enough room for generalizations, and details, enough momentum for class motivation...to carry these children through a truly enlightening experience.

81. Minorities in America

INTERMEDIATE SCHOOL, St. George St., Duxbury 02332
Superintendent: Lawrence Anderson
Reported by: Bruce Maranda, Teacher
Information Contact: Carl W. Meier, Department Head, 617-934-6521
Administrative Contact: Lawrence F. Hojlo, Principal, 617-934-6521
Program began: 1971
People involved: 2 staff, 50 students

Minorities in America is a 10 or 20-week social science unit offered to seventh or eighth grade students. It is based on the textbook "Minorities: U.S.A.", published by the Globe Book Company, and a variety of A/V materials. The purpose of the unit is to offer a view of minorities not normally contained in American history survey courses at this level. We also attempt to discover the roots of prejudice and analyze these roots in an objective manner.

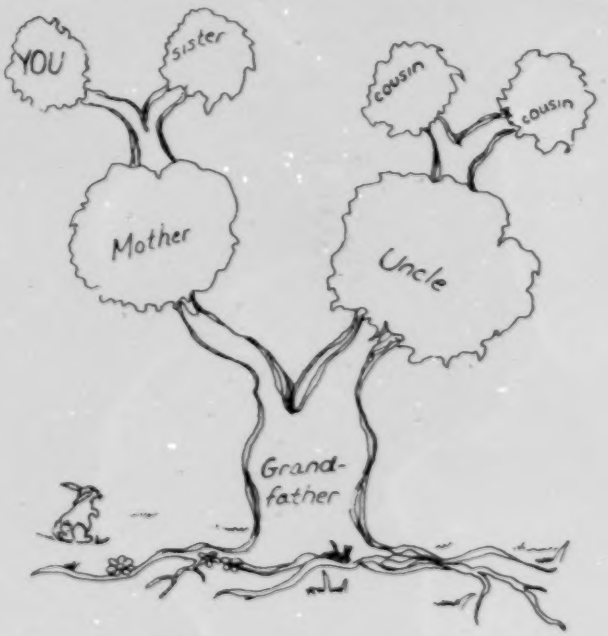
This year we are studying three groups --the American Indians, the Blacks, and women from the standpoint of their contribution to the history of the U.S. and the problems they have encountered.

Among the materials used in the unit on Indians are the record, "Now that the Buffalo is Gone" by Buffy St. Marie (along with biographical material about her from magazine and newspaper articles) and two sound filmstrips, "American Indians I and II" by Warren Schloat Productions.

During the unit on the Black people, we will be using the Ghetto Game by the Western Publishing Company (New York City). Through class discussions about current newspaper stories dealing with integration and other related topics, students will also be considering how one personally deals with racism.

Another activity which will be carried out this year is a student survey to determine the ethnic roots of the school population and the neighborhoods where the students live. The students will work out the wording of the questions themselves. They also will try to determine how many generations of a family have lived in this country.

Each year the course is given, it is changed somewhat, based on the success of the material used the previous year and student reaction to it.



82. American Heritage

WARE HIGH SCHOOL, Palmer Rd., Ware 01082
Superintendent: Richard M. Hayden
Reported by: Frances Shea
Information Contact: Frances Shea, Teacher, 413-967-6234
Administrative Contact: David W. Carlson, Principal, 413-967-6234
Program began: September 1974
People involved: 1 staff, 14 students

A humanities program concerning the relationship of man to his culture is taught as an elective to juniors and seniors. Our continent is studied as a microcosm from which various general statements about culture and its effect on man's humanity can be studied.

The first quarter includes a study of the first Americans - the Indians - from prehistory to present times. Students work on a contract system and do projects, outside reading, and art work. Some projects during this time were a review of children's books on Indians to determine any existing stereotypes, and a demonstration of Indian costume and dance.

83. Black Studies Program

SIMON'S ROCK EARLY COLLEGE, Great Barrington 01230
Reported by: Cecelia A. Gross
Information Contact: Cecelia A. Gross, Project Chairman, 413-528-0771
Program began: September 1971
People involved: 1 staff, 50 students

The black people and the history of their civilization have been systematically ignored and omitted from the study of world civilization. To continue to ignore and omit black civilization would be to deny the basic truth that within all peoples there is the capacity for self-determination, growth, development and for making major contributions to world civilization.

The strength of any society lies in the opportunities available to all its people. The weakness of society lies in its failure to develop the capabilities of every person in that society. Black and white must learn from one another. And black Americans must be free to do what all people everywhere must do if they are to develop fully; find an identity; a sense of worth; relate to others; love; work; and create.

In order for us at Simon's Rock College to reckon with the major problems of the 20th century, the following goals have been established: to graduate black students on a regular basis; to educate the community about the problems racism breeds; and to evaluate the success or failure of the endeavor.

A black person on the Admissions Committee helps formulate admissions policy for black applicants, actively recruits black students, gathers materials to assist the black student currently enrolled at Simon's Rock to continue with his or her higher education, advises on the publication of literature to give the potential student and his family information about Simon's Rock and interviews and processes applications from black students.

A black person on the Scholarship Committee helps formulate scholarship policy for black applicants and assists them in obtaining financial aid.

Simon's Rock has also introduced courses to the curriculum concerning black civilization. These include: Negro and the Law, African History, History of the Negro in the United States, The Inner City, Problems in Black History, Black Intellectual History, African Literature, Literature of the Negro in the U.S., The Black Novel, 20th Century Black Drama, The Negro in American Culture, Women in Black Literature, Three Negro Writers, and The Black Short Story.

Efforts are also being made to obtain grants to provide adequate materials dealing with the Negro to support the courses offered and generally educate the total community to the Negro and other minorities. The present collection contains over 1200 volumes. Approximately that many are on order for the future.

A Committee on Minority Programs and Scholarships (COMPAS) provides a variety of programs reflective of minority cultures in the United States and when appropriate Africa, Latin America and Asia. These programs are in the form of movies, theater productions, art shows, lectures, institutes and music presentations. The Committee also raises funds for scholarships.

84. Ethnic Group Project

DRACUT SENIOR HIGH SCHOOL, 1540 Lakeview Ave., Dracut 01826
Superintendent: Christos Daoulas
Reported by: Rita Jensen
Information Contact: Rita Jensen, U.S. History Teacher, 617-957-1500
Administrative Contact: Robert B. Winkowski, Social Studies Chairman, 617-957-1500
Program began: Spring 1974
People involved: 2 staff, 30 students

This unit was developed in order to foster an understanding and appreciation of both the students' own ethnic backgrounds as well as an understanding of the ethnic diversity of the Merrimack Valley region. This unit evolved from a study of immigration in American History.

Using the Merrimack Valley as a resource area, students took slide pictures of churches, social clubs, schools and business establishments whose names would be representative of the ethnic groups indigenous to the region. Students became particularly interested in delving into their own ethnic backgrounds and discovering, many for the first time, their cultural heritage.

Utilizing library research materials on ethnic groups as well as immigration statistics, students wrote a script and with the aid of the "Lights - Action - Camera" (an English department program) students, produced a synchronized slide tape complete with the appropriate ethnic music background.

In addition, students created a family tree illustrating the ethnic origins of their forebears, reasons for their emigration to the U.S., dates of arrival and other pertinent data. Students interviewed parents, grandparents and other relatives as well as researching family records and photographs.

85. People's Struggles in America

CARDINAL CUSHING CENTRAL HIGH SCHOOL, 50 West Broadway, South Boston 02139
Superintendent: Brother Bartholomew Barden
Reported by: Paul D. Pickard
Information Contact: Paul D. Pickard, Teacher, 617-268-1912
Administrative Contact: Sister Janice Waters, Principal, 617-268-1912
Program began: September 1973
People involved: 1 staff, 70 students

The course Peoples' Struggles in America is a regular offering of the Social Studies Department of Cardinal Cushing High School--a girls' Catholic high school in South Boston.

It was designed to try in some small way to fill the huge gap present in most history courses. Most of the history we have learned (and if you look at most

history books, most of what is written about) deals with famous people: presidents, other political leaders, generals, business leaders; and with famous events such as battles and treaty signings.

While these histories may accurately describe what happened at a particular time, they are also bad history because they are misleading and incomplete and narrow in view. History too often deals with the leaders and ignores the people; with the generals and not the soldiers who fight the battles, with the business leaders and not the workers.

In Peoples' Struggles we try to change that and provide a broader view of American history by looking more at the history of people who never make it to the history books--those who are struggling for better lives in our country.

A major focus of the course is on labor history--the effects of industrialization on the working people of America, and the response of the working men, women and children, black, white, Chicano, Puerto Rican, and Oriental, to their way of life in America. Another major focus has been America's prisons as symbols of the oppression of some people in our society. Here we examine who goes to prison and why, and what the conditions are like inside prisons.

The emphasis is on the thoughts, feelings, reactions, and opinions of the students more than fact-learning. In addition to extensive use of movies and in-class speakers, we also make use of pamphlets and books from small publishing houses such as the New England Free Press in Somerville and films from organizations such as the AFL-CIO (Washington, D.C.) and the American Friends Service Committee (Inman St., Cambridge). One book which has been particularly useful since it was written for students is "Bread and Roses" by Milton Meltzer (Vintage Sundial Press).

VIII. BILINGUAL PROGRAMS

86. Involved in Story Books

HOWARD STREET SCHOOL, 59 Howard St., Springfield 01105
Superintendent: John E. Deady
Reported by: M. Theresa Cote
Information Contact: M. Theresa Cote, Teacher, 413-733-5711
Administrative Contact: Alfred G. Zanetti, Principal, 413-733-5711
Program began: July 1972
People involved: 2 staff, 23 students

I am an E.S.L. (English as a Second Language) teacher in the Springfield School System. My students are first and second graders - all Puerto Ricans - who are in the Transitional Bilingual Program.* Some of the materials provided cannot be used with these children because they don't relate to them at all.

When I come upon something I cannot put across with the materials I have, I make my own. Here are three examples:

While working with CORE ENGLISH (an E.S.L. series by Ginn & Co.), the children had difficulty understanding when, where, and how to use position words: in, on, under, etc. ... I wrote a story "The Mysterious Crayons" involving all the children in the class. We acted it out, and I took slides. We also taped it. Now, I have the book, the tape, and the slides that I can use as reinforcement.

Most Puerto Rican children have a hard time describing an object and putting the color in the proper place; e.g., they are most likely to say "the car yellow" instead of "the yellow car". I wrote "The Adventures of Scooter the Bear" to emphasize colors and articles of clothing. (This book is also written in French and Spanish and will be written in Italian and Portuguese shortly.)

Last December, we were struggling with the beginning sound of J. I wrote a story, "Jimmy's Birthday" in which I used words beginning with J in every possible pattern that could begin with the J sound. The children enjoyed the story very much and in a sense forgot the effort needed to pronounce the J sound.

*Transitional Bilingual Programs were established under Chapter 71A which mandates bilingual education in all public schools in Massachusetts with 20 or more students of limited English speaking ability. E.S.L. is one component of these programs.

87. Kindergarten Bilingual Education

WORCESTER PUBLIC SCHOOLS, 20 Irving St., Worcester 01609
Superintendent: John Connor
Reported by: John V. Corcoran
Information Contact: John V. Corcoran, Coordinator of Bilingual Education, 28 Adams St., Worcester 01604, 617-756-2484
Program began: September 1973
People involved: 3 staff, 31 students

There has been a generally accepted recognition that the child's first experiences in school are most crucial for later educational growth. It is almost axiomatic that a child's home language must receive support when the language of the school differs from that of the home.

The passage of the Transitional Bilingual Education Law (Chapter 71A) in 1971 has given further support to the concept

of instruction in the home language of the child. To insure that a child's first experiences in school are both relevant and productive the city of Worcester has initiated full-day Bilingual Kindergarten Programs for students from Spanish and Greek speaking homes.

A full day program gives these students the opportunity to develop the readiness necessary to participate in grade one classes where the instruction is in both the language of the home (either Greek or Spanish) and in English. The full-day concept allows the necessary conceptual development in the child's home language and an oral-aural program in English as a Second Language. It also makes possible varying patterns of integration with students enrolled in the standard curriculum.

In the fall of 1973 two classes were begun at Adams St. School for Spanish dominant students and at Lamartine St. School for Greek dominant students. These have been continued during the current school year. The success of these programs and the enthusiastic reception of this concept by both teachers and parents have been encouraging. Parents often visit the classroom to participate in the program as teacher aides.

88. Career Information for Spanish-Speaking Students

MARY E. CURLEY MIDDLE SCHOOL, 493 Center St., Jamaica Plain, Boston 02130
Superintendent: William E. Leary
Reported by: James A. Caradonio
Information Contact: James A. Caradonio, Guidance Counselor and Program Originator, 617-542-2020
Program began: September 1973
People involved: 1 staff, 250 students

The Career Information Program for Bilingual Middle School students is aimed at helping Spanish-speaking students become aware of the educational and vocational opportunities that exist in the City of Boston. The activities that make up the program range from value clarification and decision-making exercises to visits from Spanish-speaking professionals (airline stewardesses, nurses, social workers, businessmen and businesswomen).

The students have gone on field trips to high schools, post-secondary institutions, hospitals, and other related institutions. Materials have been developed, adapted and translated into Spanish from current curriculums and publications.

The age group for the first year was from 13-15; the second year (due to a change to a middle school structure) the age spread is from 12-14. Presentation of materials has been modified to compensate for the age difference.

Slides, movies and filmstrips have been developed and adapted. The use of videotape is in the beginning stages. The optimum group is from 8 to 10 students. This allows for conversation, comment and interchange. The homeroom teachers also participate in the classes and incorporate related materials into the school's bilingual curriculum. The teacher input is vital to the implementation of the program.

No formal evaluation process has been developed, but the major source of evaluation is with the eighth graders and the ability of these students to draw up tentative career goals and select high school courses. This stage of the pro-

gram also involves the parents. They are notified of the career aspirations of their children and of the courses in high school necessary to prepare for these future goals.

89. Integration and the Bilingual Programs

SPRINGFIELD PUBLIC SCHOOLS, 195 State St., Springfield 01103
Superintendent: John Deady
Reported by: Yolanda Ulloa
Information Contact: Yolanda Ulloa, Bilingual Education Supervisor, 413-733-2132, x261
Program began: September 1974
People involved: 9 staff, 65 students

Springfield's public schools are now integrated culturally and linguistically, as well as racially. If you visit schools such as Armory Street, Elias Brookings and DeBerry, you will find bilingual classrooms managed by two teachers working as a team and using both English and Spanish as a medium of instruction.

One teacher is a bilingual teacher who works with children who do not speak English and also teaches Spanish to the English-speaking students. The other teacher (who is also bilingual) carries out the regular classroom program, working with both the English-speaking and non-English-speaking children in the classroom.

In this atmosphere, the children naturally separate for activities in areas where sophisticated language proficiency is necessary. In other areas such as art, music, and math, the students all participate together. The children involved in this integration effort range in grades from kindergarten to grade four.

The natural integration of the cultural peculiarities of the two groups of children encourages them to understand differences and develop mutual respect and acceptance. Plays often provide opportunities for the children to explain aspects of their cultures to one another.

In October the English-speaking children in the class put on a play about Halloween and the customs surrounding it. On November 19 the Puerto Rican children did a play on the discovery of Puerto Rico.

90. Open Education in a Bilingual Classroom

MORGAN SCHOOL, 596 South Bridge St., Holyoke 01040
Superintendent: C. C. Carpenter
Reported by: Diana Stryhalaleck
Information Contacts: Deborah Copeland and Diana Stryhalaleck, Teachers, 413-532-4581
Administrative Contact: John Clark, Principal, 413-532-4581
Program began: September 1973
People involved: 2 staff, 27 students

Morgan School's Primary I classroom, which is a combination first and second grade bilingual group, has transformed the integrated day into a bilingual tool. Adopting the activity-centered format, the entire classroom has been set up with old household goods which have been donated.

Old couch and chair cushions were collected in the teachers' neighborhoods to replace the traditional desks and chairs in the room. Since desks were eliminated, private nooks for the children's personal use were needed. This was accomplished by piling up liquor cases

(covered with contact paper) three high, and labeling the bottle separators inside with the name of each child--giving each child a personal mailbox.

Wooden industrial spools painted bright colors are used as play tables. Everyday items such as egg cartons, walnut shells, clothespins, thread spools, etc. are incorporated into teacher-made games in centers for all academic areas.

Like most classes, this room has four English reading groups. However, we also have four Spanish reading groups. To take care of the needs of all the children without strapping them down with seatwork all day, the room is set up with various centers: math, reading skills, play, writing, art, social studies, science, music and a puppet center. While certain children are working in their reading groups, others have a choice of ten centers to work in.

If a child elects to work in the math center, the child chooses from 94 games. These range from filling a jar with the number of beans on the label (for number recognition) to throwing the dice and recording the throws and results in addition. After each assignment or contract is completed, the student discusses it either in English or in Spanish, depending on which teacher is supervising the centers at that time. Children also make use of their bilingual skills continually as they interact orally with one another.

91. Portugese Bilingual Program For Kindergarten Students

SECOND STREET SCHOOL. 36 Second St., Taunton 02780
Superintendent: Edward F. Aleixo
Reported by: Wilma B. Schultz
Information Contact: Wilma B. Schultz, Principal, 617-823-1235
Administrative Contact: Leonard M. Walsh, Elementary School Supervisor, Cohannet School, 617-824-6601
Program began: September 1974
People involved: 1 staff, 17 students, 1 aide

This is a class for kindergarten age children whose first language is Portuguese. Before this class was begun, children had to wait until first grade to start school. Then they went to a separate school until they could understand English well enough to go into their grade.

Our class is taught half in Portuguese and half in English. We think this makes the transition to English much easier. The children's age is a great factor. Another language comes much easier to the young.

The teacher gives most directions such as line-up, sit in your seat and other phrases the children will hear often, in English. The part of the program which is taught in Portuguese contains the history, culture and background of their native country. The teacher is using Scott Foresman Reading Readiness Program which is very basic.

Mostly we are interested in having the children learn their addresses, telephone numbers, city in which they live and colors, shapes and other basic knowledge. These children play out at recess and watch movies with English-speaking children and are picking up phrases from them.

A speech therapist who speaks Portuguese has been hired to help these children with speech problems and language defects. We have noticed these children gaining confidence in language and all other areas of our readiness and enrichment program.

92. Unlocking the English Language And American Culture

ST. STANISLAUS SCHOOL, 104 Cyman Dr., Chicopee 01013
Reported by: Sister Bernadine
Information Contact: Sister Maureen, Primary Unit Coordinator, 413-734-2131
Administrative Contact: Sister Bernadine, Principal, 413-734-2131
Program began: September 1972
People involved: 17 staff, 10 parent volunteers and 75 students

St. Stanislaus School initiated an intensified, individualized program aimed at helping its numerous non-English speaking students to absorb and more

fully participate in the American way of life.

With emphasis on learning through the senses and through a great deal of interacting with teachers, other students, parent aides, college students and tutors, children progress according to their own rate of learning. Tapes, visual aids, game-type materials, as well as teacher-made devices are geared to the stimulation of the senses.

The program is geared to helping students make a transition from a monolingual foreign culture to a bilingual one as they become able to speak, read and comprehend the English language.

93. Bilingual Program Serving Five Language Groups

CAMBRIDGE PUBLIC SCHOOLS, 1700 Cambridge St., Cambridge 02138
Superintendent: Alflorence Cheatham
Reported by: Geraldine Blitzman
Information Contact: Geraldine Blitzman, Consultant, Bilingual Office, 617-492-8000, x276
Administrative Contact: Joseph D. Fernandez, Director, Transitional Bilingual Education, 4 Shepard St., 617-492-3781
Program began: 1972
People involved: 81 staff, 667 students

The Cambridge Bilingual Program, now in its third year of full operation, serves some 667 students from five major language groups. Portuguese students comprise 55% of the total with Spanish 28%, Greek 10%, French 8% and a new Chinese group comprising 2%. The program is staffed by 81 people, of whom 45 are teachers (38 of these teachers are bilingual).

An essential and unique aspect of the program has been an interested and highly participative parent and community component. Community-elected Parent Advisory Committee Coordinators of native extraction have been hired (part-time) to muster greater support for each linguistic group. They write letters, make follow-up phone calls and home pick-ups to get people out to meetings. Budget monies have been allocated for transportation costs, coffee, donuts and babysitting to help encourage community participation.

Such efforts have heightened PAC attendance and have brought Portuguese parents to the classroom where they have offered courses in Portuguese history, culture and handicrafts.

Integration is being implemented beyond the suggested art, music and physical education model on the elementary level. In the Kennedy Elementary School first grade bilingual students are placed in standard homerooms and vice versa to facilitate social mixing. Students are grouped for bilingual instruction, regrouped for shared recess, regrouped for English class and then return for art, music, etc.

Several elementary teachers have taken courses in JILAP (Jacaranda Individualized Language Arts Program) and are using them in classes for language arts. The kit allows teachers to create an open classroom and individualize and personalize instruction.

A social studies eighth grade program designed for the bilingual and English-speaking students entails the pairing of two classes with mutual visitations between classes. Bilingual Portuguese students contrast and compare Portuguese

and American culture with their English-speaking counterparts and vice versa. It provides a model of integrating students and content material.

The tailoring of curriculum and content to the needs of a newcomer has been a strong component in the program. A new high school consumer math course, recently added, introduces simple and practical elements of the American financial system, including banking, checking, investments, insurance, etc.

Curriculum and staff development are being furthered in a three-year teacher training program just begun with consultation from U. Mass.'s Institute for Learning and Teaching. The planning process has included a total teaching needs assessment via questionnaire with elected staff members to design workshops for specified concerns.

94. Bilingual Vocational Programs

OCCUPATIONAL RESOURCE CENTER, 240 Heath St., Jamaica Plain, Boston 02130
Superintendent: William J. Leary
Reported by: Linda J. Gulbrandsen
Information Contact: Linda J. Gulbrandsen, Bilingual Vocational Coordinator, 617-566-6125
Administrative Contact: Frank A. Laquidara, Project Director, 666 Summer St., Boston 02210, 617-423-7323
Program began: March 1974
People involved: 7 staff, 100 students

In March 1974, after extensive consultation with students, parents, community agencies, and drop-outs to determine the most critical vocational needs of Spanish speaking students, the Bilingual Department of the Boston Schools, with funding from the State Department of Education, and the Pilot Occupational Resource Center began two innovative vocational programs. These programs centered on the areas of health and business skills.

In the fall of 1974, the Exploring Health Careers course which exposes students to a variety of careers in the field of health occupations, and the

Business Skills Program which focuses on developing basic office skills in typing, filing and general office procedures were continued and expanded to include more students. A Nursing Assistant course, Child Health Aide course, Teacher Aide training program, and a Bilingual Vocational Counselor also were added.

The Nursing Assistant and Child Aide courses offer clinical experiences in hospitals and day care centers. A Bilingual automotive course is also offered for junior and senior high school Spanish students of limited English-speaking ability.

At present, there are well over 600 Spanish-speaking students in Boston public high schools. The existing bilingual vocational programs can only provide training for 100 students. In the next years, we hope to expand and provide programs in many more occupational areas. With bilingual vocational training these students will be prepared to offer their employer the added attraction of being able to work in two languages and will be able to make valuable contributions to any business, hospital or community agency.

95. Consumer Education For Spanish–Speaking Students

CHESTNUT STREET JUNIOR HIGH SCHOOL,
495 Chestnut St., Springfield 01107
Superintendent: John E. Deady
Reported by: Edward D. Brennan
Information Contact: Edward D. Brennan, Project Director, 413-737-2867
Administrative Contact: Raymond Montagna, Deputy Superintendent of Schools, 195 State St., 413-733-2132
Program began: February 1974
People involved: 7 staff, 52 students

In examining the needs of the Spanish-speaking community one finds that a high priority must be given to the need for information concerning the processes involved in securing goods and services in a cost-effective manner. In addition to presenting a language problem, effective buying often requires a familiarity with a variety of conventions such as labeling and pricing which is not common knowledge for many students whose native language is Spanish.

The Consumer Education course was designed to meet this informational need for the Spanish-speaking students (ages 13 to 18) and their parents. Promotion of both parent and community involvement was necessary to insure the program's responsiveness to community concerns. Parents helped select the units, and speakers from community agencies were hired as consultants.

One of the units was on housing. Speakers included the Judge of the Housing Court, a Constable of the Court, an ex-building inspector, a member of the Springfield Housing Authority and a representative of the Springfield Redevelopment Authority.

Students and parents participate in the program together. Other activities have included a student-prepared Puerto Rican dinner for parents and guests; a student-prepared lesson with cartoon characters on the proper use of drugs for first and second graders; after school classes for students and parents in woodworking and sewing; and a joint parent-student field trip to a local supermarket.

Both parents and students have evaluated the program as "excellent", and student attendance at school increased 19% from February to June, 1974 as compared to the period from September to February, before the course started. The program has now been expanded and given additional funding.

IX. RESOURCES

BOOKS

Today's Changing Roles: An Approach to Non-Sexist Teaching. Outstanding teacher resources with curriculum related activities. Resource Center on Sex Roles in Education, the National Foundation for the Improvement of Education, Suite 918, 1156 Fifteenth St., N.W., Washington, D.C. 20005.

Dick and Jane as Victims, An analysis of sex-role stereotyping in elementary school readers. $2 per copy from Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540. (A slide presentation based on Dick and Jane as Victims is also available for rental or purchase from Women on Words and Images.)

Unlearning the Lie by Barbara G. Harrison; Liveright, N.Y., 1973. Excellent discussion of the problems involved in dealing with sexism in the school.

Emma Willard Task Force - Sexism in Education. Comprehensive approach, includes good suggestions for classroom activities and resources. Emma Willard Task Force on Education, P.O. Box 14229, Minneapolis, Minnesota 55414.

Women in Focus by Jeanne Betancourt; Pflam Publishing, Dayton, Ohio, $7.50. Outstanding guide to the work of women filmmakers and to films which examine women's place in society. Includes detailed descriptions of the films and how to use them (suggested age level, preparation of class, supplementary reading material).

FILMS

Masculine or Feminine: Your Role in Society, 18 minutes. Good for high school students, teachers and parents. Distributed by Coronet Instructional Media, 65 South Water St., Chicago, Illinois 60601.

Bill of Rights - Women's Rights. Discussion deals with a female high school student's right to be on a male swimming team. Excellent argument. Distributed by Bailey Film Associates, 22-11 Michigan Ave., Santa Monica, California 90404.

Girls at 12. Excellent film for ages 12 and up. Distributed by EDC Distribution Center, 39 Chapel St., Newton, Massachusetts 02160. Rental $25 for 3 days, purchase $330.

Growing up Female. A documentary film about women recommended for high school students and adults. Distributed by New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417.

Never Underestimate the Power of a Woman. A film showing women performing well in so-called male occupations. Contact: Norma Briggs, Department of Apprenticeship Training, 310 Price Place, Department of Labor, Industry and Human Relations, Madison, Wisconsin.

After the First. Deals with a boy grappling with concepts of manhood. Elementary to high school level. Distributed by Franciscan Communications Center, 1229 South Santee, Los Angeles, California 90015.

Intern: A Long Year. Experiences of a female intern in a hospital. Upper elementary high school. Distributed by Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611.

People Who Make Things. Non-stereotyped view of occupations.

Other Women Other Work. Shows non-traditional occupations for women. Junior High or high school.

Sylvia, Fran and Joy. Three women discussing their feelings about sex roles. High school level.

The three films listed above are available from Churchill Films, 662 North Robertson Boulevard, Los Angeles, California 90069.

Anything You Want to Be. Humorously depicts conflicts and absurdities that beset a high school girl. Distributed by New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417.

Elementary School Films:

Serina Becomes an Acrobat. Non-stereotyped presentation. Distributed by Encyclopedia Brittanica Educational Corporation, 425 N. Michigan Ave., Chicago, Illinois 06111.

Sunday Lark. Young girl (8 or so) turns office into havoc. Children usually enjoy this film very much. Available from Contemporary/ McGraw Hill Films, 1221 Avenue of the Americas, New York, New York 10020.

The Sever Ravens. Fairytale - girl saves her brothers. Available from Learning Corporation of America, 711 Fifth Ave., New York, New York 10022.

Miguel: Up From Puerto Rico. Resourcefulness and bilingual fluency come to the rescue in a crisis faced by a sensitive urban child. Distributed by Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022.

FILMSTRIPS

Masculinity - Focus on male stereotypes.

A Woman's Place - Explores role perceptions and alternatives for women.

A Woman's Work - America 1620-1920 - Historical perspective.

All of the above filmstrips are available from Schloat Productions, 150 White Plains Road, Tarrytown, New York 10591

MAGAZINE ARTICLES

The Massachusetts Teacher, November 1973. Entire issue devoted to sex inequality in the schools.

Phi Delta Kappan, October 1973. Entire issue devoted to education and the feminist movement.

Saturday Review, October 16, 1971. "Sexual Stereotypes Start Early" by Florence Howe, p. 76 and "Woman's Place is in the Curriculum" by Janice Law Trecker, p. 83.

Sports Illustrated, May 28, 1973, June 4, 1973, June 11, 1973 - Three-part series on "Women in Sports".

Today's Education, November 1971. "Sex Discrimination in Schools" by Gail T. McLure, p. 33.

Forecast for Home Economics (Teacher Edition of Co-Ed), September 1972, "Boys in Home Economics" by Henrietta Fleck, p. 49.

Personnel and Guidance Journal, May 1971, "Sexist Counseling Must Stop" by Joann Gardner, pp. 705-713.

Educational Leadership, November 1973, "Eliminate Sex Bias in the Curriculum" by Gail T. McLure, pp. 110-113; "Evaluate Your Textbooks for Racism" by Max Rosenberg, pp. 107-109; and "Can we Find More Diverse Adult Sex Roles?" by Ann Converse Shelley, pp. 114-118.

BIBLIOGRAPHIES

Bibliography on Children's Literature and Texts, Feminist Press, Box 334, Old Westbury, New York 11568.

Reading Suggestions, National Organization for Women (NOW), Eastern Massachusetts Chapter, 45 Newbury St., Boston, Mass. 02116. Lists of non-stereotyped books for pre-school, elementary school, junior high and young adults. Nominal charge for each list.

PUBLICATIONS

Report on Task Force on Education by Blanche Fitzpatrick, Governor's Commission on the Status of Women, 100 Cambridge St., Boston, Mass. 02203.

Women in Education - Changing Sexist Practices in the Classroom, American Federation of Teachers, 1012 14th St., N.W., Washington, DC 20005.

OTHER RESOURCES

Bilingual Resource Center, Boston School's Bilingual Department, 21 James Street, Boston 02118, tel: (617) 2ul-3968. Has educational materials in six languages to assist language teachers.

Spanish Alliance, 645 Dudley St., Boston, Mass. 02125, tel: (617) 427-7175. Has films, texts, art work.

Pan American Society, 75 Newbury Street, Boston, Mass. 02116, tel (617) 266-2248. Historical objects, art, crafts.

Governor's Commission on the Status of Women, Room 2108, 100 Cambridge, St., Boston, Mass. 02202, tel (617) 727-6693. Resources and bibliographies available free on request.

The Children's Museum, The Jamaicaway, Boston, Mass. 02130 tel (617) 522-4800. Sex-Role Kit available on rental basis.

National Education Association, 1201 16th St., N.W., Washington DC 20036. Extensive list of reprints, publications, filmstrips and cassette tapes on sexism.

K.N.O.W. Press Inc., P.O. Box 86031, Pittsburgh, Pa. 15221 will provide a list of its published materials relating to sexism and the feminist movement.

The Women's Bureau, Department of Labor, Washington DC 21210. Information on women in the labor force, women's education, discrimination, etc.

CITY, TOWN AND REGION INDEX

Numbers refer to articles, not pages. Underlined numbers refer to projects in non-public schools. Regional school districts are listed by the name of the district, rather than by individual towns.

ABINGTON 79

ACTON 26

ARLINGTON 61

ANDOVER 43

ASHLAND 6, 32, 39, 50

ATTLEBORO 44

BARNSTABLE 25

BECKET 12

BOSTON 3, 8, 27, 30, 64, 65, 67, 75, 85, 88, 94

BRAINTREE 7

BROCKTON 15, 34

BROOKLINE 18, 63

CAMBRIDGE 66, 93

CHICOPEE 92

DRACUT 84

DUDLEY 69

DUXBURY 81

EAST BRIDGEWATER 80

FOXBOROUGH 2

FRAMINGHAM 13

GREAT BARRINGTON 83

GREENFIELD 55

GROVELAND 11

HANOVER 40

HOLYOKE 90

LANCASTER 46

LEXINGTON 2, 33

LUNENBURG 24

LYNN 52

MARBLEHEAD 19

MARSHFIELD 53

MILFORD 60

MILTON 37, 54

MOUNT GREYLOCK RSD 38

NATICK 16, 35

NEEDHAM 17, 28

NEWTON 21, 29, 51, 73, 7

NORTH ANDOVER 68

NORTH EASTON 71

NORTH MIDDLESEX RSD 56

NORTH READING 1

OSTERVILLE 41, 74

PEABODY 48

RANDOLPH 77

REVERE 14, 31, 45

ROCKLAND 20

SHARON 5

SHAWSHEEN VALLEY RSD 58

SILVER LAKE RSD 37, 57

SOUTH HADLEY 10

SPRINGFIELD 59, 70, 86, 8

SWAMPSCOTT 47

TAUNTON 91

TEWKSBURY 9

WARE 23, 82

WATERTOWN 4

WESTFORD 36

WESTPORT 49

WHITTIER RSD 59

WORCESTER 15, 36, 42, 62

WRENTHAM 72

82

GRADE LEVEL INDEX

Numbers refer to articles, not pages.

Primary-Elementary:	2, 5 - 12, 26, 27, 30, 39, 40 - 43, 72 - 79, 86, 87, 89 - 93
Junior High-Middle School:	3, 13 - 17, 28, 29, 31 - 36, 44 - 51, 80, 81, 88, 95
Senior High:	1, 4, 18 - 25, 37, 38, 52 - 59, 82 - 85, 94
K-12:	60, 61, 62, 63
College Programs:	64 - 71, 83